

## Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 4 Geography LTP	Curriculum Driving Concepts		
	Weather and Climate, Settlements and Land use, Rivers Land formation and features, Climate Action, Human Impact, Rivers		
	Autumn	Spring	Summer
<b>Unit of work Driving Question</b>	How do rainforests and deserts differ?	Are we responsible for the rainforest's future?	How does a river change from source to mouth?
<b>Values</b>	<b>Friendship and Love</b>  Why are the rainforest and deserts so special to our lives elsewhere in the world? How can we help to protect them?	<b>Respect and responsibility</b>  Why should we respect the rainforest? Is it our responsibility to save it?	<b>Perseverance and Hope</b>  Consider the impact on our community when the River Severn floods.
<b>Link to programme of study</b>	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  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	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  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
<b>What we need to know</b>	The world's major biomes are rainforest, desert, forest aquatic, grassland, tundra,  The equator is situated through the middle of the world. The Tropics of Cancer and Capricorn are located above and below the equator,  The location of the continents	The Amazon rainforest is in South America  The Amazon rainforest is the most biodiverse region on earth, providing shelter to three million species on plants and animals.  Deforestation is caused by slash and burn, agriculture and logging Animals habitats are impacted by deforestation	The water cycle includes evaporation, condensation and precipitation  A river starts at a source and ends at the mouth.  The River Severn starts in North Wales and ends in Bristol  The key features of a river include a source, meander, tributary, estuary

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	<p>Rainforests are located near to the equator and between the tropics.</p> <p>Deserts are located near the tropics</p> <p>There are layers of the rainforest</p> <p>There are hot and cold deserts.</p> <p>Desert fauna and flora has adapted to an extreme environment.</p> <p>Rainforest flora has adapted to the environment including buttress roots and drip tips</p>	<p>Palm oil trees do not provide the habitat for animals that the original trees did.</p>	<p>Other major rivers across the world include: The Nile, The Amazon, The Yangtze and The Mississippi</p> <p>A river can be located on an OS map</p> <p>A river has a variety of uses</p>
<b>Cross curricular opportunities</b>	<p>Maths: Data handling</p> <p>Science: Animal habitats</p>	<p>Maths: Data handling</p> <p>Science: Animal habitats</p> <p>Literacy: Debate- can we do more to protect the environment?</p>	<p>Science: Water cycle/changes of state</p> <p>Maths: Data handling</p> <p>Literacy: Explanation <i>The Water Cycle</i></p>
<b>Links to prior knowledge (footprints)</b>	<p>The temperature increases as you get closer to the equator</p>	<p>How fire spreads based on Great Fire of London. Know that favelas do not adhere to the building regulations put in place following the Great Fire of London.</p>	<p>How to interpret a topography map.</p> <p>How to use an OS map.</p>
<b>Vocabulary</b>	<p>Rainforest, desert, arid, biomes, vegetation, flora, fauna, adaptation, canopy, emergent, under canopy, shrub layer</p>	<p>Deforestation, Brasilia, slash and burn, population, oxygen, carbon dioxide, favela, species</p>	<p>hydrological cycle, flood defence, flooding, topography, human and physical factors</p>
<p><b>Excellence</b></p> <p><b>Enjoyment</b></p> <p><b>Everyone</b></p> <p><b>Everything</b></p>	<p><b>Excellence-</b> Recognise the excellence of animals and their ability to adapt to a variety of environments</p> <p><b>Enjoyment-</b> Enjoy exploring the rainforest through virtual tours and experiences</p> <p><b>Everyone-</b> Everyone is dependant on the natural resources the rainforest provides. All animals and humans deserve to live in a safe environment.</p>	<p><b>Excellence-</b> Recognise the excellence of geographers and scientists who have tracked deforestation and are campaigning against it</p> <p><b>Enjoyment-</b> Everyone deserves a planet which respects natural resources.</p> <p><b>Everyone-</b> Enjoy taking part in a debate which utilises all the knowledge about deforestation</p>	<p><b>Excellence-</b> Recognise the beauty of God's creation of a river</p> <p><b>Enjoyment-</b> Enjoy exploring the River Severn and tracking its journey from source to mouth virtually and through fieldwork</p> <p><b>Everyone-</b> Everyone can appreciate the beauty of the River Severn. Everyone needs sources of water to live within our world and rivers provide this for human and animal kind/</p>

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	<p><b>Everything</b>-Know that flora and fauna have adapted to their environment over generations and that these are now at threat.</p>	<p><b>Everything</b>-Know that deforestation is impacting the climate and animals and human's homes within the rainforest.</p>	<p><b>Everything</b>-Know the journey of a river from source to mouth.</p>
<p><b>Disciplinary Knowledge</b></p>	<p><b>Graphicacy skills:</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>• Use the contents/index of an atlas.</li> </ul> <p><b>Fieldwork Enquiry and Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales).</li> </ul>	<p><b>Graphicacy skills:</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>• Use the contents/index of an atlas.</li> <li>• On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc.</li> <li>• Use bar charts, time graphs and discrete and continuous data (from Maths NC).</li> <li>• Understand and explain the purpose/reliability of different image types, including oblique views</li> </ul> <p><b>Fieldwork Enquiry and Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales).</li> </ul>	<p><b>Graphicacy skills:</b></p> <ul style="list-style-type: none"> <li>• Draw a map (including symbols and key) from a description and compare to other maps.</li> <li>• Use complex keys (e.g. making estimates based on size of symbols).</li> <li>• Understand the purpose of contour lines on maps.</li> <li>• Begin to draw to scale • Use scales to estimate distances e.g. along a road/river.</li> <li>• Use four-figure grid references to identify and describe locations.</li> </ul> <p><b>Fieldwork Enquiry and Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• Engage in guided enquiries and suggest own questions for enquiry.</li> <li>• Evaluate own observations and compare them with others.</li> <li>• Use a compass and the eight points of a compass to follow and describe routes and identify locations.</li> </ul>