



South Gosforth First School
Geography – Year 4 Long Term Plan



Purpose of Study

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Our Geography provision allows for the exploration of relationships and connections between people and the environment and the impact they have on each other. Children are encouraged to make links to their prior learning in Geography and other subjects and identify themes and trends that run through their Geography topics. Children are given the opportunity to learn about their own locality and develop a curiosity to find out about different places around the world and the people who live there. They will develop their own lines of enquiry by asking and answering questions based on visual sources such as maps, pictures, photos, diagrams and graphs. They are encouraged to explore the key geographical concepts through creative activities such as discussion and debate and Mantle of the Expert.

Aims

In line with the National Curriculum for Geography it is our aim to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



Autumn	Settlements and Migration	
Key Concepts	Cause and Effect	
Character Children will learn about why we now celebrate and honour Windrush Day. Culture Children will develop their knowledge of settlements. Creativity Children will create graphs and use statistical data in order to draw conclusions about migration across the world. Challenge Children will be able to differentiate between a pull and push factor.	Prior Learning The children have been introduced to the concept of people moving and ‘settling’ through history units such as the Vikings. They understand that groups of people move for a reason and settlements are picked for varying reasons. The children have knowledge the location of northern cities in England and the capital cities of the UK and some human and physical features of these places. Through the PSHE curriculum and the No Outsiders ethos of the school, the children understand that people who live in the UK may not have been born there and that many people have different heritages and backgrounds.	
	Key Learning Intentions To name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time To locate the world’s countries using maps. To describe and understand key aspects of human geography: types of settlements, land use and economic activity. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies. To use increasingly complex geographical vocabulary to refer to human and physical features.	
	Overview of Geographical Knowledge The children will develop their knowledge of settlements and the push and pull factors globally that can affect these settlements. They will understand there are different types and causes of migration. They will look at the impact of migration on the host country, source country and the migrant themselves. They will know more about the Windrush generation and the lasting impact they have had on our country.	Key Vocabulary Source country Host country Migration – forced, permanent, temporary, voluntary Push factor Pull factor Immigrant Migrant Refugee
	Overview of Geographical Skills Children will use a range of maps, atlases and visual sources to find information and draw conclusions about migration across the world. They will use statistical data and case studies to look at the impact of migration.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	Children look at population density to explore settlement patterns in the UK and around the world. They understand that cities are more densely populated and that people migrate to cities.	Use satellite night time images to highlight population densities and settlement patterns in the UK. Use maps to locate and name which cities are shown on the images to have the highest densities. Explore these cities and examine why people moved there.
	Children will understand there are different types of migration (forced, permanent, voluntary, temporary).	Match type of migration to definition Read case studies and decide if it is a push factor or a pull factor. Explore vocab of immigrant, migrant and refugee.



	They will understand that there are push and pull factors in deciding what type of migration it is.	Create graphs to show numbers of refugees from major countries.
	Children explore the effects of migration on the location and the people who live there. They understand there will be different views on this.	Explore the positive impacts of migration for the source and host countries. Explore the negative impacts of migration for the source and host countries. Examine how the UK has been affected by migration.
	Children will learn about UK's colonial links to the Caribbean and the push and pull factors that brought many people to the UK. They will look at why we now celebrate and honour Windrush Day whilst also looking at the poor treatment that many received both at the time of migration and in later years.	Use Floella Benjamin's story to build the narrative of the Windrush Generation. Use maps to locate Caribbean islands – explore their hemisphere and continent. Look at photos of HMT Empire Windrush and the passengers to deduce time period. Explore reasons why this generation were invited over to work in the UK. Use maps to locate areas of London where people came to settle. Read testimonials of experiences. How did the Windrush generation change Britain for the better?
	Assessment Image of Blackstock Road in London - annotate with advantages and disadvantages of migration.	
	Enhancements Mantle of the Expert: Windrush: Did it change Britain for the better? Role-play and debate. Black History Month – linked activities about Black British History No Outsiders – Book Spine Refugees, Diversity and the Windrush Story.	



Spring	Climate Zones and Biomes	
Key Concepts	Location and Place	
Character Children will consider how the lives of people living near the equator may differ to the lives of people further away. Culture Children will deepen their knowledge of the equator and its significant role on the countries surrounding it. Creativity Children will develop their knowledge of local biomes during a trip to Jesmond Dene. Challenge Children will understand what and where the world's main	Prior Learning The children have looked at weather patterns in this country and understand how to record and describe daily weather patterns. They can locate and describe the hot and cold areas of the Earth. They understand the Earth is split using the equator as a midline and that there is a northern and southern hemisphere. They have a developing knowledge of location of different countries around the world. They understand that people and animals have to adapt to living in different types of climate.	
	Key Learning Intentions To locate the world's countries using maps. To identify the position and significance of latitude, longitude, Equator, Northern and Southern hemispheres, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime and Greenwich meridian and time zones. To describe and understand key aspects of physical geography: climate zones and biomes. To use maps, atlases and globes to locate countries and describe features studied. To use fieldwork to observe, measure, record the human and physical features of a local area. To use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.	
	Overview of Geographical Knowledge The children will be able to differentiate between weather and climate. They will deepen their knowledge of the significance and importance of the equator and explore the countries that the equator runs through. They will identify the tropics of Cancer and Capricorn. They will explore the differences and similarities between the Arctic and Antarctic and understand the natural resources and human activity on each.	Key Vocabulary Hemisphere Equator Tropic – Cancer Capricorn Time zone Prime meridian Biome Climate Zone Polar Arctic Antarctic Temperate Vegetation
	Overview of Geographical Skills Children will use atlases and globes to explore lines of longitude and latitude. They will develop their sense of place and location on a global scale. They will use data to explore weather and climate. They will use case studies to develop their knowledge of human and physical features of the polar regions. To use fieldwork to observe, measure, record the human and physical features of a temperate forest biome – Jesmond Dene – using a range of methods to record their findings. To use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.	
	Milestones of Learning The children show retrieval of knowledge of Equator and hemispheres. Children are introduced to the lines of longitude and latitude and the tropics of Cancer and Capricorn	Suggested tasks to elicit and assess learning Sort countries into those in the Northern and Southern hemispheres. Use maps to identify countries on the equator and tropics. Predict and rank how hot a list of given countries using their knowledge of location and proximity to the equator.



climate zones are.		Explore why the position of the Sun and Earth means the countries at the equator have higher average temperatures. Use maps to find the line of longitude and latitude that the previous countries introduced are on.
	Children will understand what and where the world's main climate zones are.	Use same and different pro forma to explain the difference between weather and climate. Children use maps to explore how climate zones cross over and lie within national boundaries. Use graphs to look at average temperatures and predict which climate zone it will be. Pupils create a climate zone map with a key. Revisit the locations from lesson one and identify which climate zone each one is in
	Children will understand the difference between climate and biome	Explore how some areas within a climate zone also have similar plants and animals and that these areas are called 'biomes' Introduce the five main biomes linking to the world map locations from previous lessons. Match pictures to biome type. Children to annotate with main features of each biome.
	Children will use fieldwork to explore the geographical features of Jesmond Dene – a local temperate forest biome. They will identify what type of biome it is and how they know, drawing comparisons to previous biomes studied and giving reasons e.g. climate, location in the world in relation to the Equator etc.	Field Trip Children make observations and recordings in the form of video recordings, photographs, sketch maps, vegetation and animal life identification and data collection of a local biome – Jesmond Dene. They will use this information to draw conclusions about the type of biome the Dene is by comparing to those previously studied.
	Children will build on their knowledge from Year 1 of the polar regions of the Earth and explore the position and key aspects of human and physical geography of the Arctic and Antarctic.	Use maps and images to describe the landscape and features of the two polar regions. Use videos and images to explore the human and physical geography. Complete same and different pro forma to describe the similarities and differences of the two areas.
	Assessment Quiz showcasing information of world's climate zones, biome types, lines of longitude and latitude and polar regions	
	Enhancements Field Trip to Jesmond Dene	



Summer	Climate Change	
Key Concepts	Change Cause and Effect	
Character Children will consider how climate change is affecting the local area and the wider world. Culture Children will have an understanding of what climate change is and how it can affect the environment in different ways. Creativity Children will create a poster to explain why sustainable and renewable energy is important for the future environment. Challenge Children to identify changes	Prior Learning The previous unit has built a knowledge of climate and biomes and where these different areas are in the world. They have knowledge of the major rivers of the North East region and London. They have learned about electricity as a form of energy and how it is used, in the science unit.	
	Key Learning Intentions To describe and understand key aspects of the physical geography: the water cycle To describe and understand key aspects of physical geography: climate zones and biomes. To describe and understand key aspects of human geography: economic activity, land use and settlements. To locate the world's countries using maps to focus on Europe. To locate the world's countries using maps to focus on North and South America. To use maps, atlases and globes to locate countries and describe features studied. To use increasingly complex geographical vocabulary to refer to human and physical features.	
	Overview of Geographical Knowledge The children will understand what the water cycle is, how it is affected by climate change and the effects of this on places and people. They will understand what climate change is and how it can affect the environment in different ways. They will learn about the impact of climate change on humans and what we can do to improve the situation.	Key Vocabulary Water Cycle – precipitation, run off, evaporation, groundwater. Global warming Greenhouse gases Renewable energy Fossil fuels Sea level Groundwater flooding Drought
	Overview of Geographical Skills The children will look at case studies of different types of climate change to explore the impact that it has. They will use maps and geographical data to learn which areas in the world are impacted the most.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	Children will develop an understanding of what climate change is and what it means. They will learn about the broad impacts of climate change. They will understand the terms global warming, greenhouse gases and fossil fuels.	Explore sources to show changes in climate in different parts of the world ie. Temperature graphs, size of polar ice caps, sea level changes – children to explain what they notice. Vocabulary activities to explore key words – global warming, fossil fuels and greenhouse gases.
	Children will understand the water cycle and how it is linked to rain fall. They will develop understanding of impact of climate change on the water cycle and how this can differ from place to place e.g. flooding / drought.	Use videos, digital reconstructions and diagrams to explore the water cycle. https://www.bbc.co.uk/bitesize/articles/zh4xtrd#ztfjdjsg https://climatekids.nasa.gov/water-cycle/ Label diagrams/ images of the water cycle. Explain how droughts and groundwater flooding can be linked to the effects of climate change on the water cycle using images as a prompt.



in climate in different parts of the world.	Children will understand the factors that cause rivers to flood. They will learn what happens to the physical environment when flooding occurs and the human impact of a major flood event. They will learn what local governments are doing to prepare for flooding.	Case study of Morpeth town https://www.coolgeography.co.uk/gcsen/PL_Morpeth_Flood_Management.php Use maps to locate source of river and sketch in impact of flooding. Sort reasons rivers may flood.
	Children will revisit the biome of rain forests and learn more about the Amazon rain forest and the causes and impact of deforestation. They will learn about the impact on animals, humans and the habitat itself.	Use atlases to locate rainforest. Annotate maps to show the spread of area. Use photos/videos and other sources to show change in coverage of trees, number of animal and plant species declining.
	Children will learn how individuals, communities and governments can make a contribution to reducing greenhouse gas emissions	Explore different forms of energy https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zywx6g8#:~:text=Back%20to%20top-,Renewable%20energy,process%20is%20a%20limited%20resource%20. Sort energy forms into renewable/non renewable. Plot renewable energy sites in the UK – what do you notice about their location. https://ukdataexplorer.com/renewables/
	Assessment Create a poster - Why is sustainable and renewable energy important for the future environment?	
	Enhancements Aspirations Week – Geographers, People who work in Geography related fields. World Environment Day Beach Trip	