

| Y4 Geography | TERM 1 | | TERM 2 | | TERM 3 | |
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| | Conflict: Britain at war | | Civilisation: ancient Greece | | Change (rivers) Country we live in (day) | |
| | Key knowledge To know and locate the principal countries which formed the Allied powers and Axis powers. To identify on world maps the location of countries which formed the wider group of Allied and Axis powers. To understand the geographical makeup of the European continent: to know and locate the countries which form Europe and to understand the boundaries and borders of Europe. To know that many places in our local area were bombed during the war. To know that the local area was targeted for its railway that connected Barnes to central London. To understand the impacts of bombing (on human geography, infrastructures, population, distribution and internal migration). To know that children were evacuated from large cities to rural locations as these places were less likely to be bombed. To understand how the human geography of Barnes changed as a result of bombing. | Key skills To be able to use a range of maps, atlases and globes to locate countries and Europe, including digital maps and political maps. To use maps to explore change (e.g. troop movements, annexation). To be able to identify urban areas and rural areas in the UK on a map. To be able to map bombing sites in the local area. To be able to identify on maps areas from which children were most likely to be evacuated and areas to which they were most often sent. To be able to explain this using the terms urban, rural and migrate. To be able to use fieldwork to better understand the local area, past and present. To be able to ask geographical questions drawing on previous knowledge and an understanding of the ‘golden threads’ (key themes) of geography. To be able to accurately label different maps (e.g. OS maps, thematic maps, physical maps, digital or satellite maps). To be able to read a variety of maps, using symbols and keys. | Key knowledge To know that the capital city of Greece is Athens. To know that Greece is in the continent of Europe. To know that Greece is located in an area known as the Mediterranean. To know that ancient Greece was made up of city-states. To know that the Greek city-states were separated by mountains and water and this affected their independence and connectedness. To know that ancient Greece is composed of a mainland and islands. To know why the geography of ancient Greece is composed of mainland and islands. To know why the geography of ancient Greece made it harder to create an empire than for the Romans. To understand the human and physical geography of ancient Greece. To understand how the ancient Greeks saw the world through analysing historical maps (e.g. shape of the world, the continents). To understand the contributions of the ancient Greeks to Geography: the ancient Greeks were the first to explore the connections between human and physical geography; the term geography come from the Greek word ‘geographia’ (Earth writing) and they developed geography as an important subject to study; the ancient Greeks created the first world maps. To know that maps have developed over time. To understand how ancient Greek geographers investigated, explored and drew conclusions about the world. | Key skills To be able to identify the position of the Equator, the Northern Hemisphere, the Southern Hemisphere, the North and South Poles. To be able to identify major cities in the Mediterranean. To be able to explore the concept of ‘Empire’, drawing on previous learning and using historical maps. To be able to identify the area of ancient Greece on a map (the mainland and islands) and locate the principal city-states. To be able to identify (from a range of maps including digital/satellite maps, physical maps and thematic maps) and from other sources (e.g. photos) the physical characteristics of the Mediterranean and location of main population centres. To be able to ask geographical questions drawing on previous knowledge and an understanding of the ‘golden threads’ (key themes) of geography. To be able to accurately label different maps (e.g. OS maps, thematic maps, physical maps, digital or satellite maps). To be able to read a variety of maps, using symbols and keys. | Key knowledge To know that the level of pollution in the River Thames changes depending on its location. To know the names for the different parts of the river (source, mouth, tributaries, meander, ox-bow lake, marsh, estuary). To understand the changes of the River Thames from source to mouth. To know that global warming has climate impacts which will affect the River Thames and populations near the Thames. To understand some of the measures being put in place to try to minimise these impacts. To know that rivers usually start at a source on higher ground and flow towards the sea. To know that a river is a body of water that flows in a channel. To know the four countries of the UK and their locations and capital cities. To understand and use accurately the terms ‘United Kingdom’, ‘Great Britain’ and ‘British Isles’. To know the names of the seas around the British Isles: Irish Sea, English Channel, North Sea, Atlantic Ocean. To know that a mountain is a land form that rises above the surrounding terrain and is made from rocks and earth (usually higher than 600m). To understand the features of a mountain: summit or peak, slope, valley or gorge. | Key skills To be able to identify the position of the Equator, the Northern Hemisphere, the Southern Hemisphere, the North and South Poles. To locate the river Thames on a map of the UK and varied maps of London. To be able to chart the flow of the River Thames from source to mouth. To be able to analyse data (through tables and graphs) to generate conclusions about pollution levels. To be able to label maps and diagrams with different parts of a river. To be able to locate three longest rivers on a map of the UK: Severn, Trent and Thames. To understand how to read a topographical map. To be able to use a compass. To be able to interpret sources to understand how the river has been used through history. To use fieldwork to observe, test and record the condition of the river’s water. To use fieldwork to observe the effect the condition of the river has on wildlife. To be able to use fieldwork to better understand the local area, past and present. To be able to ask geographical questions drawing on previous knowledge and an understanding of the ‘golden threads’ (key themes) of geography. To be able to accurately label different maps (e.g. OS maps, thematic maps, physical maps, digital or satellite maps). To be able to read a variety of maps, using symbols and keys. To understand how to read a topographical map. To be able to locate the highest mountains in the UK on a map: Ben Nevis, Snowden, Scafell Pike, Slieve Donard. |
| | Enquiry/question/outcome/activity/genre of unit/text Which countries were involved in World War 2? To where were children evacuated? How was the local area affected during World War 2? How do environments change and what is the impact? | | Enquiry/question/outcome/activity/genre of unit/text Where is Greece in the world? What countries and seas surround Greece? What were the key cities and regions of ancient Greece? What is it like in different parts of Greece? | | Enquiry/question/outcome/activity/genre of unit/text How does the River Thames change from source to mouth? How polluted is the River Thames? | |
| | Key vocabulary (tier 2) area border boundary chart | Key vocabulary (tier 3) alliance allied annex annexation | Key vocabulary (tier 2) ancient area Athens boundary | Key vocabulary (tier 3) landscape link local locate | Key vocabulary (tier 2) analyse area boundary chart | Key vocabulary (tier 3) key link local locate |
| | movement observe pace pilot | interdependent mainland northern hemisphere OS map | | Mediterranean migrate migration Mourne | | satellite Severn source Thames |

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| | common condition conflict connect continent continuity digital enemy environment external globe identify impact independent internal investigate key link local locate | plot pollution population position record rural scale site situate society state symbol target theme threat transport urban wildlife World War 2 | axis power bomb cartography colony conquer economic empire equator evacuate infrastructure interdependence fieldwork infrastructure | physical poles political pollution rural satellite southern hemisphere thematic trade troop voluntary | chart city colony common condition border conflict connect conquer continent continuity digital direction empire environment Europe external features globe identify impact independent internal investigate key | mountain observe pilot place plot pollution population position record rural scale site situate society state steep symbol terrain test theme urban wildlife United Kingdom | barren Belfast Ben Nevis British Isles Cambrian Cardiff cartography city-state colony conquer Corinth distribution economic Edinburgh elevation interdependence empire English Channel equator evacuate fieldwork forced gorge Grampian highlands homer infrastructure interdependent Irish sea landform mainland | North Sea northern hemisphere Northern Ireland Olympia OS map peak Pennines physical Plato poles polis political pollution Pythagoras ridge rural satellite Scafell Pike Slieve Donard slope Snowden southern hemisphere Sparta summit terrain Thales of Miletus thematic trade valley voluntary Wales | conclude condition conflict connection continent countryside course digital environment feature globe hypothesis identify impact interdependence investigate island | map mouth observe plot pollution population position range rural scale situate symbol theme variation wildlife | fieldwork marsh meander mouth OS map ox-bow lake physical political pollution | thematic Trent tributaries tributary |
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