



Curriculum Coherence – Year 4 Geography

Term 1

Locational Knowledge – Counties, Cities, Countries (Romans/Anglo-Saxons)

Prior Learning and Starting points:

PUPILS will know

The position and significance of the Equator, Northern Hemisphere and Southern Hemisphere by researching countries in different hemispheres.
The position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.

will be able to

Identify the position and significance of the Equator, Northern Hemisphere, and Southern Hemisphere by researching countries in different hemispheres.
Identify lines of latitude and longitude

To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.

Describe the key features of the polar regions and compare them to the UK.

Compare the climate of the tropics with the UK climate.

Explain the position and significance of the Prime Meridian.

Explain the position and significance of time zones.

will understand

The position and significance of latitude and longitude in the context of using latitude and longitude to read maps.

The position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.

The position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian Line.

The position and significance of time zones (including day and night) by comparing times in different countries.

INTENT

KNOWLEDGE/ NC objectives

Name and locate the four countries in the UK (recap)
Identify major cities in the UK (recap)
Name major rivers in the UK (recap)
Identify counties in the UK
Name and locate countries in Europe
Name some cities of European countries
Name some countries from all continents
Use 8 compass directions

IMPLEMENTATION

ACTIVITIES

Chn will identify and label countries in Europe, including capital cities, other major cities and some rivers. Linked with Roman and Anglo-saxon themes.
Chn will use atlases to locate major cities from European countries.
Using a map, chn will identify where Anglo-Saxons and Romans first settled and invaded. This will be labelled and compared to a modern map, noting changes (names of places, etc.). Link to Settlements learning from Year 3.

IMPACT

OUTCOMES

PUPILS will know

The names and location of the countries in the UK
The names of many European countries
The names of some major cities in Europe
The names of counties within England
The difference between continent/country/county and city
That some countries and cities' names have changed over time

will be able to

Locate the countries that make up the UK on a map
Name European countries
Name the capital cities of some European countries and other major cities
Name some countries/cities from all continents
Use the 8 compass directions to find a location on a map

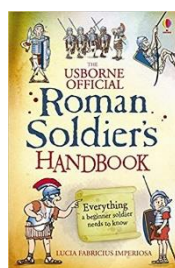
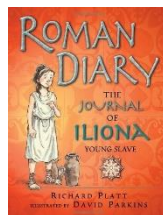
will understand

What a country is
Which countries neighbor their own
Where Anglo-Saxons and Romans first invaded and settled

VOCABULARY

Continent, country, county, city, UK, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Thames, Severn, Trent, Tyne, Ouse, Europe, Africa, Asia, Australia, North America, South America, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, Bedfordshire, Hertfordshire, Cambridgeshire, Northamptonshire, Buckinghamshire, France, Germany, Spain, Greece, Italy, Poland, Sweden, Netherlands, north, east, south, west, north

READING OPPORTUNITIES



These are English texts.


NEXT STEPS IN LEARNING:

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Key Stage 3:

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting

<p>east, north west, south east and south west.</p>		<p>different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding</p>
<p>SKILLS Chn will be able to use maps/atlases and globes to locate continents, countries, oceans, counties, cities and rivers. Chn will be able to use 8 compass directions when locating places on a map. Chn will be able to interpret map symbols and features of a country using a map (e.g. higher ground, waters, etc.).</p>	<p>Key Question: Where were the Anglo-Saxons and Romans first settled and invaded? Can you compare an old and modern map of the different settlements?</p>	
<p>LINKS History – Romans, Anglo-Saxons English built upon TEXT– Roman Soldiers Handbook Maths – Directional Language Forest School – Compass directions MODERN FOREIGN LANGUAGE</p>		
<p>Challenge: Research the amount of land the Romans took over and present this to the class</p>		
<p>Simplification: Pre-teach, support with map work</p>		
<p>AFL: Feedback marking with next steps</p>		
<p>SMSC: investigations, people's feelings, cultural factors, debates, and questions around settlements</p>		
<p>Values: Recognising Resilience_unity and tolerance</p>		
<p>Preparation of Adulthood: travelling, reading maps and navigating</p>		