



Curriculum Coherence – Year 4 Geography

Term 2

Place Knowledge- comparing a region in the UK and Europe (WW2)

Prior Learning and Starting points:

PUPILS will know

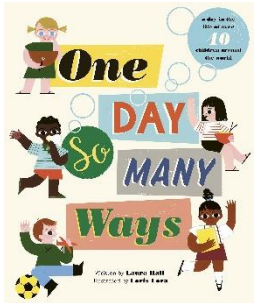
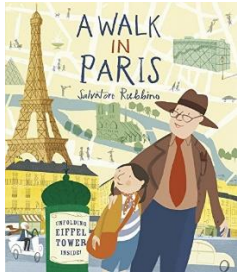
- The names and location of the countries in the UK
- The names of many European countries
- The names of some major cities in Europe
- The names of counties within England
- The difference between continent/country/county and city
- That some countries and cities' names have changed over time

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 county is
- Which countries neighbor their own
- Where Anglo-Saxons and Romans first invaded and settled

INTENT	IMPLEMENTATION	IMPACT
<p><u>KNOWLEDGE/NC Objectives</u></p> <p>Chn will be able to use key geographical language to compare a region in the UK and a region in a chosen European country.</p> <p>Chn will be able to identify key geographical features (human and physical) of each place.</p> <p>Chn will be able to compare and contrast each location; identifying similarities and differences.</p>	<p><u>ACTIVITIES</u></p> <p>Locate two chosen places (UK/European country) on a map/atlas/globe.</p> <p>Use coordinates and grid references to locate these places.</p> <p>Complete case studies on each place; researching, making comparisons and identifying similarities and differences between human and physical aspects of the chosen places.</p>	<p><u>OUTCOMES</u></p> <p><u>PUPILS will know</u></p> <p>Key similarities and differences through the study of human and physical geography of a region of the UK and a European country.</p> <p><u>will be able to</u></p> <p>Maps, atlases, globes and digital maps to locate countries, cities and towns.</p> <p>Describe features of the studied places.</p> <p>Make comparisons using key geographical language.</p> <p>Use grid references, map symbols and keys to build knowledge of the places studied.</p> <p><u>will understand</u></p> <p>Key aspects of human and physical 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.</p>
<p><u>VOCABULARY</u></p> <p>Human, physical, UK, Europe, compare, contrast, similarity, difference, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbor, shop, leisure, business and population.</p>	<p><u>READING OPPORTUNITIES</u></p> <div style="display: flex; justify-content: space-around;">   </div>	<p><u>NEXT STEPS IN LEARNING:</u></p> <p><u>Key Stage 2:</u></p> <p>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.</p> <p><u>Key Stage 3:</u></p> <p>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</p>

		<p>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 different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding</p>
<p>SKILLS</p> <p>Use geographical language to compare and contrast two regions from the UK and a European country.</p> <p>Describe human and physical features, identifying similarities and differences.</p> <p>Use coordinates and grid references to locate two regions.</p> <p>Understand and use map symbols and keys.</p>		<p>Key Questions:</p> <p>Can you make comparisons and identify similarities and differences between human and physical aspects of the chosen places?</p>
<p>LINKS</p> <p>English – WW2</p> <p>History – WW2</p> <p>PE- Orienteering</p> <p>Computing – Presenting information</p>		
<p>Challenge: Interpreting data, population, birth rate, trading, and culture</p>		
<p>Simplification: Sorting activities with pictures, visuals, and key vocabulary, pre-teach</p>		
<p>AFL: Feedback marking, peer marking</p>		
<p>SMSC: Cultural, social, moral similarities and differences</p>		
<p>Values: Respect, Unity, British values</p>		
<p>Preparation for Adulthood: Deeper knowledge about to different places in the world, interest to travel and explore new places around the world</p>		