

Year 4		
	Knowledge	Skills
<p><b>Locational and Place Knowledge</b></p>	<p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p> <p>Learn about the local land-use pattern</p> <p>A focus on biomes: A <b>biome</b> is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map. Focus in particular on the biomes of Antarctica and on the Amazon rainforest (covered within existing topics). Whilst studying the Amazon and Antarctica, make comparisons with the UK. Whilst studying Antarctica, look briefly at physical Geography around glaciers.</p> <p>While studying the Amazon rainforest, spend two lessons using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.</p>	<p><b>Identify</b> the different hemispheres on a map.  <b>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</b>  <b>Locate and label</b> different countries/continents in the Northern and Southern hemisphere.  <b>Raise questions</b> about the different hemispheres and <b>make predictions</b> on how they think life will be different in the two hemispheres.</p> <p><b>Use and explain</b> the term 'climate zone'.  <b>Identify</b> the different climate zones.  <b>Ask questions and find out</b> what affects the climate.  <b>Use maps</b> to identify different climate zones.</p> <p>Children to <b>ask questions</b> about global warming.  <b>Discover the cause</b> of global warming and <b>research the implications.</b>  <b>Reach reasoned and informed solutions</b> and <b>discuss the consequences</b> for the future.  <b>Identify changes</b> to be made in own lives in response to this.</p> <p>Understand the term 'biome'.  <b>Use knowledge of this term to make suggestions</b> for places in the world which may be biomes.  Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to <b>use maps to locate areas</b> they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. <b>Defend reasoning using knowledge of maps.</b>  Focus on Amazon rainforest – <b>identify</b> the climate, the habitats, the plant and animal types and how people live in the rainforest. <b>Study life</b> in the Amazon rainforest through primary sources – <b>recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</b>  <b>Discuss</b> how the rainforest may be linked to us e.g. trade.  <b>Locate</b> other rainforests using Google earth and maps, identifying patterns in their location.</p> <p>Whilst studying Antarctica, <b>use photographic evidence to raise questions</b> about the climate and living conditions there. <b>Make assumptions based on</b></p>

		<p><b>images/videos/Google Earth searches</b> about life there and the animals which may survive in those conditions.</p> <p><b>Make comparisons</b> between this biome and others, discussing with classmates the similarities as well as the differences.</p> <p><b>Select items required</b> to survive in Antarctic conditions.</p> <p><b>Develop informed opinions</b> about global warming in relation to the Antarctic and <b>develop reasoned arguments</b> about our role on the planet.</p> <p>Linked to Science, study photographs of Antarctic animals and <b>reflect</b> on how the animals are adapted to the conditions.</p> <p><b>Design interesting and relevant studies</b> that may be carried out in Antarctica.</p> <p><b>Use maps, globes and Google Earth</b> to identify the continent of South America. Looking at a map of climate zones, children to <b>use prior knowledge</b> of the world to identify the climate they think may exist in different parts of South America. Identify and <b>mark on a map</b> the different countries of South America.</p> <p><b>Identify the major cities and consider how they differ</b> to other regions in the country.</p> <p>Looking at photographs, children to <b>compare and contrast</b> two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.</p> <p>Using photographs, children to <b>make connections</b> between South America and the UK.</p> <p><b>Locate the mountain ranges, rivers and oceans.</b></p> <p><b>Understand how geographical features are marked on a map.</b> Using this knowledge, children to <b>study world maps to identify other major cities, hilly areas, rivers etc.</b></p> <p><b>Ask geographical questions</b> e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p>
<p><b>Human and Physical Geography</b></p>	<p>Whilst studying history, Why did the Ancient Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What Was Ancient Rome like? How did they trade? How is that different today?</p> <p>Researching modern-day Rome and comparing the physical and human geographical features to London. Mapping famous landmarks, tourist attractions, architecture. Researching and comparing climate, population, historical events, etc.</p> <p>Field Work – Local human and physical features (observed and measured)</p> <p>comparing modern-day Rome to London (researched).</p>	<p><b>Discuss and compare</b> the climate zones of the UK and <b>relate this knowledge to Consider how the location of these geographical features has shaped life.</b></p> <p>Refer to UK e.g. London and the Thames/Lake District.</p> <p><b>Study maps of Roman settlements. Draw conclusions</b> about the location of the settlements based on prior knowledge. <b>Compare with current maps and make suggestions about change.</b></p>



		<p><b>Study how land in the local area was used</b> during the historical periods studied. Look at land use in the same area today and <b>consider how and why this has changed</b>.</p> <p><b>Identify main economies</b> in the immediate area. <b>Compare with trade in the past</b>.</p>
<p><b>Fieldwork</b></p>	<p>Children begin to experiment with and understand 4 figure grid references on maps.</p> <p>Fieldwork study – 2 weeks</p> <p>-e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:</p> <ul style="list-style-type: none"> <li>• <b>Residential:</b> houses, flats, hotels, hostels</li> <li>• <b>Retail:</b> food, clothing, footwear, sports, toys, data, furniture, etc...</li> <li>• <b>Professional/ Commercial:</b> solicitors, banks, building societies, company offices etc...</li> <li>• <b>Industrial and Storage:</b> machine tools, engineering, factories, warehouses</li> <li>• <b>Entertainment/ Leisure:</b> theatres and cinemas, public houses, restaurants, cafes</li> <li>• <b>Public Authorities:</b> local government offices, police, libraries, hospitals, churches, chapels, schools</li> <li>• <b>Other:</b> vacant property, car parking, open spaces, development sites</li> </ul> <p>- Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed</p> <p>- Undertake a survey of buildings and materials</p> <p>- Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work</p> <p>- Compare shops in the local area with the nearest city centre</p> <p>- Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits</p>	<p><b>Compare life in Antarctica with life in the UK.</b> Chn <b>present their views in a variety of ways</b> (diary, report etc) on what the think life in Antarctica is like. Read real accounts and compare.</p> <p><b>references</b>, using them to <b>locate and describe local features</b>.</p> <p><b>Undertake surveys.</b></p> <p><b>Conduct investigations.</b></p> <p><b>Classify buildings.</b></p> <p><b>Use recognised symbols to mark out</b> local areas of interest on own maps.</p> <p><b>Choose effective recording and presentation methods</b> e.g. tables to collect</p> <p><b>Present data in an appropriate way using keys to make data clear.</b></p> <p><b>Draw conclusions from the data.</b></p>



