

<b>Geography</b> <b>Year 4</b> <b>Autumn 2</b>		<b>Hednesford Hills</b> <b>Topic Key Question: Why it is important to protect the heathland in Hednesford?</b>			
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<b>Learning in this topic:</b> <b>General geographical knowledge, position and significance</b> <u>Looking at the Location of Hednesford-</u> Looking at <b>Hednesford</b> within the <b>Britain and Staffordshire</b> . Identifying the towns and cities located close to it. <u>Locating Hednesford Hills-</u> Using ordnance survey maps to identify the position of the <b>Hednesford Hills</b> within <b>Hednesford</b> . Examining the significance and access for the local community. <b>Place knowledge</b> <u>Comparing the cities and regions based on their physical features –</u> Comparing the town of <b>Hednesford</b> to the <b>Hills</b> . Looking at the differences between the location of <b>shops, parks, houses, traffic</b> , etc and comparing it to that of the actual Hills. Looking <b>at wildlife, plants</b> etc. Looking at the <b>reasons why the town may have been designed like this</b> . <u>Exploring how the natural resources of Hednesford lead to its development-</u> Looking at the <b>natural resources of coal</b> and how this lead to the development of <b>Hednesford</b> as a <b>mining town</b> . Examining how and why the hills were an integral part of this. Looking how the <b>Heathland</b> resources were historically used for <b>farming, brush and broom making</b> etc. <b>Human and physical geography</b> <u>Examining the climate of the UK-</u> Looking at the <b>climate</b> of the <b>UK</b> and how this supports the <b>growth and development</b> of the <b>Hednesford Hills</b> . Examining the <b>affect it has on wildlife and vegetation</b> . Examining how it <b>changes</b> during the <b>seasons</b> . <u>Examining the Physical Geography of the Hills –</u> Looking at the <b>Hills, Heathland, Forest and Wildlife</b> that exists on the Hills. Conducting <b>surveys</b> on the <b>vegetation</b> that exists in the area. Looking at the <b>natural resources</b> such as <b>coal, slate</b> etc. How this has led to the <b>natural formation and landscape</b> that exists on the hills. Making <b>maps</b> creating <b>contours</b> to show <b>steepness</b> to represent the area. <u>Looking at the affect the Human population has had on the Hills-</u> Looking at the <b>population</b> of the <b>Hills</b> and <b>surrounding area</b> . Focus on <b>environmental issues</b> created by humans, such as <b>deforestation, fires, litter</b> . Examining what <b>measures</b> have been put in place to <b>protect</b> the Hills. Researching the historical <b>creation of a reservoir and its collapse</b> and how this has then been used to <b>develop the raceway</b> and the impact that has had on the <b>current environment</b> . <b>Geographical and fieldwork skills</b> <u>Create maps of the local area-</u> Creating <b>3D maps</b> of the <b>local area</b> , developing a <b>key to represent vegetation and natural resources</b> and <b>developing contours</b> to show steepness of the hills. <u>Fieldwork study of the plants and wildlife in the area-</u> Study the local area by walking around the hills to examine what exists there. <b>Conduct surveys of local traffic, population, wildlife and vegetation. Produce graphs and charts to represent</b> these and use <b>factual information</b> collected to <b>present findings</b> about how important these factors are in <b>conservation of the local area. Collating data and evidence</b> to show what more can be done to <b>protect the area</b> and producing a presentation on <b>the importance of the conservation of the heathland</b> and what more can be <b>done within the local community</b> .			
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>Use an increasing range of secondary sources and first-hand enquiry, <b>e.g. surveys</b>.</li> <li>Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc.</li> <li>Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass. Plan and follow a route using an Ordnance Survey map.</li> <li>Provide factual evidence to support ways in which people can improve and sustain the environment.</li> <li>Use a range of sources of evidence to support environmental issues.</li> </ul>	<b>Curriculum Skills Progression:</b> <ul style="list-style-type: none"> <li>Respond to challenging geographical questions by planning a range of tasks in order to find the answer.</li> <li>Present reasoned conclusions when presenting my findings.</li> <li>Identify physical and human features that have contributed towards the change and development of a locality</li> <li>Talk about and give reasons for own and others views about changes to the environment.</li> <li>Use a range of equipment and maps to conduct fieldwork tasks.</li> <li>Map a route to another location in the UK using 6 figure grid referencing.</li> <li>Create maps of the local environment and beyond using conventional symbols, a key and 4 figure grid referencing.</li> <li>Present findings and statistical information in a range of different ways e.g. line graphs and pie charts</li> </ul>			
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>Local area study. Exploring the Natural Habitat of the Heathland.</li> <li>Fieldwork – Collecting data on wildlife and plants on the Hednesford Hills.</li> <li>Map work of the local area. Creating Maps following routes related to the local Hills.</li> <li>Environmental issues relating to the area. Looking at the effects of development and human choices on the area.</li> <li>Looking at the natural resources and the sustainability of the area.</li> </ul>	<b>Direct links to made other subjects:</b>	Maths – Collecting data. Developing charts and graphs to explain this.  English – Persuasive Writing adverts  Science – Living things at their habitats.		
<b>Inspirational Start:</b> (hook to capture the imagination) Walk over the Hednesford Hills and Heathland. Treasure hunt spotting important features, wildlife and plants.		<b>Mid-way Milestone:</b> Conducting surveys around the local area. Looking at vegetation, wildlife, population and traffic.		<b>Extraordinary End:</b> (a recognised end point to work towards) Persuasive advert campaign for the protection of the Hednesford Hills.	

<b>Geography</b> <b>Year 4</b> <b>Spring 2</b>		<b>Learning in this topic:</b> <b>General geographical knowledge, position and significance</b> <b>Examining the continent of Europe-</b> Looking at the <b>position of Europe</b> within the globe. Identifying some of its <b>biggest countries</b> and their <b>position</b> in it. <b>Locating some of our closest European neighbours-</b> Use <b>world maps, atlases</b> and <b>globes and digital/computer mapping</b> to <b>locate France, Germany, and Italy</b> and describe <b>features studied</b> . <b>Place knowledge</b> <b>Exploring the main cities of France, Germany and Italy-</b> Looking at the locations of the major French cities of <b>Paris, Marseille, Lyon, Toulouse, Nice and Bordeaux</b> . The major German cities of <b>Berlin, Munich, Frankfurt, Dusseldorf and Hamburg</b> . The major Italian Cities of <b>Rome, Naples, Milan, Florence and Venice</b> . Looking at how the <b>location and physical features</b> of these cities have led to the growth of their <b>industry</b> . E.g <b>Bordeaux wine region, Nice tourism, Dusseldorf Iron and Steel, Naples Olive Oil etc</b> . <b>Comparing the cities and regions based on their physical features –</b> Comparing <b>Northern and Southern France</b> . Examining the <b>Alps and Pyrenees Mountains. The Loire, Seine and Rhone Rivers and the French Riviera</b> . Comparing the different regions of Germany such as <b>Northern and Southern Rhineland, Bavaria, Berlin and Brandenburg</b> . Looking at the <b>Black Forest and Rhine and Danube Rivers</b> . Comparing regions of Italy such as <b>Lombardy, Venetian canals, Alps, Tuscany and Puglia</b> . <b>Human and physical geography</b> <b>Examining the climate of the countries-</b> Comparing the <b>Oceanic, Continental and Mediterranean</b> climates within <b>France</b> . Producing <b>graphs and charts</b> to show how these vary at different points in the year and how it affects population. Comparing that the <b>temperate and marine climates in Germany</b> . Comparing that with the <b>mountainous and northern climate</b> with the <b>Mediterranean climate in Italy</b> . What are the <b>similarities and differences</b> between the countries and the <b>UK</b> ? <b>Examining the Industry in the countries –</b> Looking at the <b>tourism</b> as a major industry for all three. Comparing the differences between Tourism in the major cities of <b>Paris, Rome and Berlin</b> and that of the <b>Mediterranean and Coastal regions</b> . Examining the <b>Iron and Steel</b> industry in <b>Germany</b> , as well as <b>Textile and Fashion</b> in France and Italy. Looking the farming of <b>olives</b> in Italy and <b>the wine making</b> industry important to all three countries. <b>Looking at Mountains and Rivers within each country.</b> Looking at the <b>Alps, Pyrenees</b> and their features. Examining the flow of the rivers in each country e.g. <b>Loire, Seine, Rhone, Rhine, Danube, Po, Limpopo</b> . Linking it to the tourism and wine industry. <b>Geographical and fieldwork skills</b> <b>Locate places on a map.</b> Use world maps, atlases and globes and digital/computer mapping to locate France, Germany, and Italy and describe features studied. <b>Use simple geographical vocabulary.</b> Create a simple tourist information video to demonstrate the unique features of a particular country. Including the terms <b>country, city, climate, landscape, river, coast, mountains</b> . Explaining how these features promote the <b>tourism</b> industry in these countries.			
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human 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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>				
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>Use simple geographical vocabulary, e.g. country, city, climate,</li> <li>Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK. landscape.</li> <li>Identify a range of simple physical processes, e.g. <b>rivers, mountains, volcanoes and earthquakes</b>.</li> <li>Identify a range of simple human processes, e.g. <b>types of settlement and land use</b>.</li> <li>Identify simple geographical patterns, e.g. <b>hotels on a seafront</b>.</li> </ul>				
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>Comparing and contrasting several European countries.</li> <li>Climate</li> <li>Industry</li> <li>Tourism</li> <li>Locations of countries in proximity to UK</li> <li>Exploring what makes each country unique in terms of physical and human features.</li> </ul>	<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>Use primary and secondary sources to find information about a range of localities.</li> <li>Communicate findings using geographical terms, e.g. location, land use, settlement.</li> <li>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Talk about and describe a range of cities and countries around the world, including a region in a European country.</li> <li>Identify an increasing range of physical processes, e.g. climate zones and biomes.</li> <li>Talk about the way in which the physical location can determine the growth of a settlement or industry.</li> <li>Give simple explanations for the location of human and physical features within a locality.</li> <li>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</li> </ul>	<b>Direct links to made other subjects:</b>	<p>History - WW2. Looking at which countries were involved and locations of war.</p> <p>Maths – Looking at temperature and statistics. Developing charts and graphs to explain this.</p> <p>English – Writing information texts and Non-Chronological reports related to specific countries</p>
<b>Inspirational Start:</b> (hook to capture the imagination) Food Tasting related to a particular county. Can chn guess which European Country it originated in?		<b>Mid-way Milestone:</b> Celebrating Europe Day – Looking at clothing, customs and traditions of European Countries. Possible Euro 2020 tournament.		<b>Extraordinary End:</b> (a recognised end point to work towards) Tourism video for their chosen country explaining why it is a unique place to visit.	

<b>Geography</b> <b>Year 4</b> <b>Summer 2</b>  <b>The Rainforest</b> <b>Topic Key Question: Do you agree that the rainforest affects our well-being?</b>		<b>Learning in this topic:</b> <b>General geographical knowledge, position and significance</b> <b>Looking at the Location of Rainforests -</b> Looking at different <b>continents</b> and how countries along the <b>equator</b> have rainforests. Identifying countries in <b>Asia, South America and Africa</b> which have rainforests. <b>Locating The Amazon Rainforest-</b> Using atlases to identify the location of the <b>Amazon Rainforest</b> within <b>South America</b> . Locating the countries of <b>Bolivia, Brazil, Honduras and Guatemala</b> . Identifying what <b>percentage of those countries are covered by Rainforest</b> . Exploring the importance of the <b>Amazon River</b> within the Rainforest and how the <b>path of the river</b> changes the <b>landscape</b> of the rainforest as it <b>expands and meanders</b> . <b>Place knowledge</b> <b>Comparing the cities and regions based on their physical features –</b> Comparing the town of <b>Hednesford Hills</b> to the <b>Amazon Rainforest</b> . Looking at <b>vegetation, climate, wildlife and natural resources</b> . Also looking at <b>people and population</b> within those areas. <b>Exploring how the natural resources of the Rainforest are used around the globe-</b> Looking at the <b>natural resources of Avocado, Berries, Coffee, Shampoo, Moisturiser, Medicine</b> and which of these and their ingredients come from the Rainforest. Look at the importance of these to our everyday life and how they are shipped over to us. Looking at the effect the use of these products could have on the Rainforest. <b>Human and physical geography</b> <b>Examining the climate of the UK-</b> Looking at the <b>climate</b> of the <b>Rainforest</b> , examining the two types of rainforest, <b>temperate</b> and <b>tropical</b> . <b>Comparing and contrasting</b> them and looking at the <b>rainfall, temperature</b> in comparison to each other and <b>Hednesford</b> . <b>Examining the Physical Geography of the Rainforest –</b> Looking at the <b>layers of the Rainforest</b> and what is contained in each layer. The <b>emergent layer, canopy, understory and forest floor</b> . Exploring what <b>animals, plants</b> etc. are in each layer and how each layer is important in <b>protecting and sustaining</b> the rainforest and the life that is contained within it. Making <b>collages and models</b> of the layers of the rainforest. <b>Looking at the affect the Human population has had on the Hills-</b> Looking at the <b>population</b> of the <b>Rainforest</b> and <b>surrounding area</b> . Focus on <b>environmental issues</b> created by humans, such as <b>deforestation, fires and contamination</b> . Examining what <b>measures</b> have been put in place to <b>protect</b> the Rainforest. Examining the <b>farming</b> that takes place in the Rainforest areas. The impact it has on the lives of the people, how the <b>poverty</b> of the countries where <b>rainforests are located</b> has meant there is a need to <b>use land and natural resources</b> . Looking at how <b>deforestation</b> has had <b>an impact on the wildlife and natural resources</b> within the rainforest. Exploring further issues such as <b>climate change</b> and links to deforestation. <b>Debating whether deforestation</b> should take place and to <b>what extent</b> . <b>Geographical and fieldwork skills</b> <b>Create maps of the local area-</b> Creating <b>3D maps</b> diagrams of the Rainforest and showing a <b>representation of each layer</b> , within that. Specifically focusing on the <b>Amazon Rainforest</b> and how it follows the <b>Amazon River</b> . Looking how the rainforest develops as the river <b>expands and meanders</b> .			
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>				
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>•Use simple geographical vocabulary, e.g. country, city, climate, landscape.</li> <li>Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country)</li> <li>Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</li> <li>Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes.</li> <li>Justify reason, thoughts and views with factual information.</li> <li>Provide factual evidence to support ways in which people can improve and sustain the environment.</li> <li>Use a range of sources of evidence to support environmental issues.</li> </ul>				
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>Environmental issues relating to the area. Looking at the effects of development and human choices on the area.</li> <li>Looking at the natural resources and the sustainability of the area.</li> <li>Comparing and contrasting local areas to a region of South America</li> <li>Studying a region in South America looking at physical geography such as climate zones, vegetation belts and biomes</li> <li>human 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</li> </ul>	<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>Present reasoned conclusions when presenting my findings.</li> <li>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</li> <li>Identify the Equator, and the Tropics of Cancer and Capricorn.</li> <li>Identify an increasing range of physical processes, e.g. climate zones and biomes.</li> <li>Identify an increasing range of human processes, e.g. economic activity including trade links.</li> <li>Talk about and give reasons for own and others views about changes to the environment.</li> <li>Talk about and describe how people's actions can damage and improve the environment.</li> <li>Talk about and describe reasons for global environmental issues.</li> <li>Recognise and describe a wide range of geographical patterns.</li> </ul>	<b>Direct links to made other subjects:</b>	English – Non Chronological Report on layers of the rainforest  English – Information Texts on Animals  Science – The Water Cycle  Science – Habitats  Art – Collages on layers of the Rainforest
<b>Inspirational Start:</b> (hook to capture the imagination) Rainforest Picture/Object quiz. Is this from the Rainforest?		<b>Mid-way Milestone:</b>  Virtual Tour of The Rainforest – YouTube/national geographic		<b>Extraordinary End:</b> (a recognised end point to work towards)  TV Documentary in the style of David Attenborough focusing on Rainforest	