Geography Unit of Work
Year 4 Autumn

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
Natural Disasters 	• Y1: Seasons and Weather • Y2: Hot & Cold Places • Y3: Mountains	• Y5: Latitude and Longitude • Y5: Climate and Biomes • Y6: Coastal Change	• ??? Please record any misconceptions you come across during teaching and pass on to A Wood

National Curriculum Subject Content:

- Pupils should be taught to: describe and understand key aspects of volcanoes and earthquakes
- Pupils should be taught to: describe and understand key aspects of types of settlement and land use
- *Pupils should be taught to: Locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics, countries, and major cities*
- *Pupils should be taught to: Identify the position and significance of the equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn*
- *Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *Pupils should be taught to: Know and name the eight points of a compass, four 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*

Geographical Enquiry

How do natural disasters impact humans?

Key Concepts

place, space, **scale**, **environmental**, interconnections, **impact & sustainability**, cultural diversity
movement, our common home, rivers, **weather & climate**

	Knowledge (1-6)	Key Vocabulary
Intended Substantive & Procedural Knowledge	1. Know and name some types of natural disasters: earthquakes, volcanoes, tsunamis, flood 2. Know the names and features of each layer of the Earth 3. Know what a tectonic plate is and what causes and earthquake 4. Know how volcanoes are formed 5. Know where some active volcanoes are in countries around the ring of fire 6. Know that Villarica is in Chile & Mount Fuji is in Japan	crust, mantle, outer/inner core, tectonic plate, magma, active, dormant,
	Working Geographically (1-6)	**Key Vocabulary**
Intended Disciplinary Knowledge	1. Evaluate small scale aerial views to understand the topic theme 2. Research and communicate what is under the surface of our Earth 3. Use maps and atlases to locate countries with the largest known earthquakes 4. Discuss and debate the pros and cons of life near a volcano 5. Interpret and understand Pacific aligned geographical maps of volcano distribution 6. Compare land use and life around active volcanoes using aerial views, 4 figure coordinates and contour lines	contour line, coordinates, aerial view, Pacific focused

Assessment Outcomes

Substantive

- Know what a tectonic plate is and what causes an earthquake
- Know how volcanoes are formed
- Know the names of and locate four countries from the southern and four from the northern hemispheres
- Know how to locate the continents, equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn
- Know that Villarica is in Chile and Mount Fuji is in Japan.

Disciplinary

- Place: I can use small scale aerial views to describe effects of natural disasters and life near them
- Scale: I can interpret and find countries on a Pacific focused map of the world
- Environmental: I can use contour lines to compare height of volcanoes
- Impact: I can debate and discuss how human settlements are affected by natural disasters

Significant people/places	

Geography Unit of Work
Year 4 Spring

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
European Settlements 	• Y2: Hot and Cold Places / Asia • Y3: The UK	• Y5: Comparison to North America • Y5: Life around the Mersey	• ??? Please record any misconceptions you come across during teaching and pass on to A Wood

National Curriculum Subject Content:

- Pupils should be taught to: Locate the world's countries, using maps to focus on **Europe** concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Pupils should be taught to: understand geographical similarities and differences through the study of human and physical geography of a **region** of the United Kingdom and a **region** in a European country
- Pupils should be taught to: describe and understand key aspects of types of settlement and land use
- *Pupils should be taught to: Identify the position and significance of the equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn*
- *Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *Pupils should be taught to: Know and name the eight points of a compass, four 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*

Geographical Enquiry

Is life the same in every European country?

Key Concepts

place, **space**, **scale**, environmental, interconnections, impact & sustainability, **cultural diversity** movement, **our common home**, **rivers**, weather & climate

	Knowledge (1-6)	Key Vocabulary
Intended Substantive & Procedural Knowledge	7. Know that the United Kingdom is in the North West of Europe which is made up of 44 countries. 8. Know where Sweden, Portugal, Ukraine and Iceland are in Europe. (Recap Italy and Greece) 9. Know the location of each country's capital city on a national map 10. Know how the physical and human geography of Varash in Ukraine compares to Widnes 11. Know how the physical geography of a chosen town compares to Widnes 12. Know how the human geography of a chosen town compares to Widnes	Sweden, Portugal, Iceland, Ukraine, Italy, Greece, North West, North East, South West, South East
	Working Geographically (1-6)	**Key Vocabulary**
Intended Disciplinary Knowledge	7. Describe the location of the UK within Europe 8. Use an atlas to locate countries and describe location within Europe 9. Use Digimap software to locate capital cities and interpret scale 10. Create a questionnaire to ask someone from Widnes and someone from Varash. 11. Interpret land use in two contrasting regions through plans, oblique aerial views and satellite images 12. Understand and interpret why life may be different in two contrasting locations	contrast, climate, questionnaire, human geography, physical geography

Assessment Outcomes

Substantive	**Disciplinary**
• Know and name the eight points of a compass • Know the names of at least four European countries and their capital cities • Know and describe some physical geographical similarities and differences between our town and a contrasting European town • Know and describe some human geographical similarities and differences between our town and a contrasting European town • Know how to use Digimap software to locate features studied	• Place: I can compare and contrast settlements in two regions and communicate why these places may be different • Space: I can interpret land use in contrasting regions through plans, oblique aerial views and satellite images • Scale: I can locate European countries and their capitals at two different scales using symbols and key • Cultural Diversity: I can investigate similarities and differences in human geography through a simple questionnaire

Significant people/places	

Geography Unit of Work
Year 4 Summer

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
Investigating Water 	• Y1: Daily Weather • Y2: Hot and Cold Places •	• Y5: Life around the Mersey • Y6: Globalisation	• ??? Please record any misconceptions you come across during teaching and pass on to A Wood

National Curriculum Subject Content:

- Pupils should be taught to: name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),
- Pupils should be taught to: describe and understand key aspects of the water cycle
- Pupils should be taught to: describe and understand key aspects of the distribution of natural resources including water,
- Pupils should be taught to: 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.
- *Pupils should be taught to: Identify the position and significance of the equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn*
- *Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *Pupils should be taught to: Know and name the eight points of a compass, four 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*

Geographical Enquiry

How do we use and manage water?

Key Concepts

place, **space**, **scale**, environmental, **interconnections**, **impact & sustainability**, cultural diversity **movement**, our common home, rivers, **weather & climate**

	Knowledge (1-6)	Key Vocabulary
Intended Substantive & Procedural Knowledge	13. Know the sequence and components of the water cycle 14. Know how direct water is used and distributed in our school 15. Know how precipitation water is collected and drained away in our school 16. Know how UK water supply relates to geographical regions 17. Know that access to clean water varies around the world 18. Know how NGOs aim to improve fair distribution around the world	basin, condensation, evaporation, precipitation, runoff, NGO (non-governmental organisation)
	Working Geographically (1-6)	**Key Vocabulary**
Intended Disciplinary Knowledge	13. Document and record mathematical data 14. Record evidence from simple equipment to answer geographical questions 15. Sketch map evidence from fieldwork to communicate findings 16. Compare population and rainfall across the UK using Digimap OS mapping 17. Discuss if water shortages and use of dirty water is related to world climate 18. Research and communicate the necessity of a water project	population, drainage, control, supply, distribution, sewerage

Assessment Outcomes

Substantive

- Know and explain the features of the water cycle
- Know how water is managed in our school building
- Know how water is supplied across the UK in geographical regions
- Know that access to clean water varies around the world
- Know how projects aim to improve fair distribution

Disciplinary

- Space: I can understand how water is distributed around the UK to cater for demand
- Scale: I can relate water management at a local, national and global scale
- Interconnections: I can show understanding of the need for clean water and efficient sewerage around the world
- Impact: I can investigate how water is distributed in our school setting

Significant people/places	