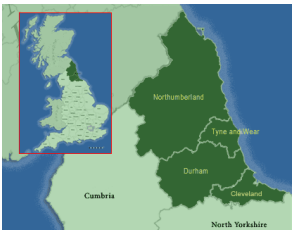






South Gosforth First School – Geography

Long Term Planning – Year 4

<u>Term:</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Geography Topic – Enquiry Question</u>	<p style="text-align: center;">Local area study</p>  <p style="text-align: center;">Why did people choose to settle in the North-East of England?</p>		<p style="text-align: center;">Types of biomes (Tropical/Temperate deciduous)</p>  <p style="text-align: center;">How does the biome of Jesmond Dene differ from the biome of the Amazon rainforest?</p>		<p style="text-align: center;">Climate Change</p>  <p style="text-align: center;">What will our climate look like in 5 years?</p>	
<u>Geography Curriculum Area</u>	<p style="text-align: center;">Locational & Place Knowledge Geographical Enquiry & Geographical Skills and Fieldwork</p>		<p style="text-align: center;">Human & Physical Geography Locational and place knowledge & Geographical Skills & Fieldwork Geographical Enquiry</p>		<p style="text-align: center;">Locational and Place Knowledge Human & Physical Geography Geographical Enquiry</p>	
<u>National Curriculum Objectives</u>	<ul style="list-style-type: none"> 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have 		<ul style="list-style-type: none"> Locate the world's countries – North and South America, concentrating on their environmental regions. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and 		<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones 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. 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, 	

	<p>changed over time - including: types of settlement and land use, economic activity.</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 	<p>night).</p> <ul style="list-style-type: none"> 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. Describe and understand key aspects of physical geography, including: climate zones and biomes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>and a region within North or South America</p>
<p><u>Broken Down Objectives & Suggested Activities</u></p>	<ul style="list-style-type: none"> Identify the human and physical features of the North-East of England – <i>using maps, children to identify the different counties, cities and towns in the NE of England. Children to identify where they live and any other significant landmarks/places they have visited.</i> Use fieldwork to observe, measure and record their community's reasons for settling in the North-East of England. <i>Create a questionnaire. A questionnaire is a research method consisting of a series of questions for the purpose of gathering information from respondents. This questionnaire will produce data from the parents/families,</i> 	<ul style="list-style-type: none"> Investigate what a tropical biome is and where on the planet these are located – <i>Create a pop-up map which identifies tropical rainforests (specifically highlighting where the Amazon rainforest is).</i> Research the Amazon rainforest – how is the rainforest a tropical forest? (revise: where is it situated on the map?) Research the Amazon rainforest: layers of the rainforest, human processes in the rainforest (food/medicine), diversity: animals, habitats, trees, plants. What is the role 	<ul style="list-style-type: none"> Understand the difference between 'weather' and 'climate'. Investigate and describe the main causes of climate change. <i>Compare and contrast human processes before and after the Industrial Revolution – explain how this is thought to have affected the Earth's climate. How are our modern day actions/choice impacting the climate? Investigation: how much carbon dioxide is produced through everyday activities?</i> Describe the physical processes of climate change. How are these

	<p><i>revealing why they settled in Newcastle. Using bar graphs, pie charts and tables, record the data from the responses.</i></p> <ul style="list-style-type: none"> Investigate and explain the cultural changes in the local area and how that impacts land use. Compare modern parts (human/physical geography) of the North-East with historic parts (human/physical geography). <i>Using maps/photos children compare and contrast the North-East of England – what is the same/similar and what is different? Why do places change?</i> Investigate why people historically may have settled in the North-East of England? <i>Investigate types of settlement and land use, economic activity, including trade links e.g., Newcastle’s involvement in the Industrial revolution.</i> Compare the fieldwork responses to why historically people may have settled in the area – are there any similarities e.g., employment, are there any differences? Mantle of the Expert: Can the children create a new development on Newcastle’s Great Park to attract new people to the local area. 	<p>of the Amazon rainforest in the eco-system?</p> <ul style="list-style-type: none"> Investigate what a temperate deciduous forest and where on the planet these are located. Research Jesmond Dene – how is this forest a temperate deciduous forest? Research Jesmonde Dene: human processes in the forest (food/medicine), diversity: animals, habitats, trees, plants. <i>Children can research on the internet and then walk to Jesmond Dene to explore further. What can they see which is similar to a tropical forest? Similarly, what can they not see – what is different?</i> Compare and contrast the two different biomes. <p>Mantle of the Expert: How would deforestation impact the animals and communities of both forests? - Related physical and human issues linked to the Amazon rainforest.</p>	<p>physical processes impacting humans, animals and culture?</p> <ul style="list-style-type: none"> Investigate geographical areas where climate change is having a noticeable effect. <i>Create links with a school in Hawaii/tropical islands that have been impacted.</i> Create and describe some of the predicted effects of climate change and how these will impact our lives in the next 5 years.
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<p><u>Prior Learning & Understanding – ‘Why here, why now?’</u></p>	<p>Building on knowledge of local area: -Reception: Where I live -Year 1: What is our address? Where is my geographical location? -Year 2: What is it like to live beside the seaside? -Year 3: Why should you visit Newcastle?</p> <p>From the beginning of reception, the children have investigated and studied their local area. The children will be using this knowledge to explore in depth why people may have settled here and how this has contributed to the North-East’s population in 2022-...</p> <p>Building on:</p> <ul style="list-style-type: none"> -Knowledge of different maps -Use of aerial photographs -Computing: use of Google Maps and safe search -Scale, distance and direction 	<p>Building on:</p> <ul style="list-style-type: none"> -Reception: Looking after our environments -Year 1: Could a polar bear live in the desert? (identifying seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles). -Year 2: What would it be like to live in Kenya? (Ability to compare and contrast two places in the world). <p>Building on:</p> <ul style="list-style-type: none"> -Knowledge of locations – equatorial/sub-equatorial. -Knowledge of local area (Jesmond Dene) -Knowledge of climate zones. 	<p>Building on:</p> <ul style="list-style-type: none"> -Reception: Looking after our environments. -Year 1: Could a polar bear live in the desert? (Impact climate change is having on the climate, weather and therefore, animals and their habitats). -Year 2: What is it like to live beside the seaside? -Year 3: Why are the Alps awesome? (How will climate change impact tourist destinations such as the Alps?). <p>Building on:</p> <ul style="list-style-type: none"> -Knowledge of weather and climate zones. -Knowledge of biomes and flora/fauna. -Knowledge of extreme weather and the impact climate change is having on humans, animals and places.
<p><u>Key Skills</u></p>	<ul style="list-style-type: none"> ■ Map study ■ Fieldwork ■ Research methods ■ Grid references ■ Analysing geographic information ■ Organising geographic information ■ Observing photographs 	<ul style="list-style-type: none"> ■ Map study ■ Photograph study ■ Fieldwork – acquiring geographic information ■ Gathering and analysing information and data – comparing and contrasting 	<ul style="list-style-type: none"> ■ Map study ■ Locational knowledge ■ Acquiring geographical information and analysing this information ■ Observing change
<p><u>Opportunities for Field Work</u></p>	<ul style="list-style-type: none"> ■ Creating and distributing a questionnaire in the local community ■ Analysing data ■ Using data to inform an enquiry question 	<ul style="list-style-type: none"> ■ Observing and creating maps of the local area/tropical forest locations ■ Jesmond Dene study ■ Analysing data – comparing and contrasting forests 	<ul style="list-style-type: none"> ■ Partnership with a school in Hawaii/tropical islands that have been impacted by climate change.

		<ul style="list-style-type: none"> Using information and data to inform an enquiry question 	
<u>Enhancements, Enrichment & 'Hooks' (Linked to 'Intent')</u>	<ul style="list-style-type: none"> Local area fieldwork Visit from local area expert 	<ul style="list-style-type: none"> Fairtrade fundraiser Debate on whether it is right to deforest part of the Rainforest. Character studies – David Attenborough or Greta Thunberg or other high-profile campaigners. David Attenborough style documentary Contrasting visits to Jesmond Dene and Sunderland winter Gardens to contrast Tropical and Temperate Biomes Tropical and temperate deciduous dioramas 	<ul style="list-style-type: none"> Beach clear up Partnership with a school in Hawaii/tropical islands that have been impacted by climate change.
<u>Key Vocabulary</u>	<ul style="list-style-type: none"> Geographical regions, physical, human, topographical features, grid reference, scale, land use, elevation, environment, urban, rural, population, society 	<ul style="list-style-type: none"> Tropical, Temperate deciduous, equatorial, sub-equatorial, e trade, agriculture, climate change, habitat, environment, density, coastline, border, gulf, Amazon, immerging, canopy, deforestation, understory, endangered, species, humid, equator, Tropic of Cancer and Capricorn, climate, biome, flora, fauna, biodiversity 	<ul style="list-style-type: none"> Climate, climate crisis, industrial revolution, settlements, contrast, processes, impact, prediction, effect, change, population, culture.
<u>Pupil Outcomes</u>	<ul style="list-style-type: none"> To use fieldwork to observe, measure and record the human and physical geographical features of the local area. To be able to sketch maps, plans and graphs. To maintain knowledge of counties and cities of the UK. 	<ul style="list-style-type: none"> To describe and understand key aspects of: physical geography: biomes, climate zones To be able to use maps, globes, atlases and digital/computer mapping to identify and locate – latitude, longitude, Equator, Northern Hemisphere, Southern 	<ul style="list-style-type: none"> To understand the difference between 'weather and climate'. To be able to describe the effects the Industrial revolution has had on our climate and how our modern day actions/choice are impacting the climate.

	<ul style="list-style-type: none"> ■ To understand geographical regions and their identifying human and physical geographical characteristics. ■ To be able to identify key topographical features (hills, mountains, coasts and rivers) and land use patterns. To understand how some of these aspects have changed over time. ■ To be able to use maps, globes, atlases and digital/computer mapping to locate countries. ■ To use these skills to focus in on human and physical geographical features for descriptions and case studies. 	<p>Hemisphere, the Tropics of Cancer and Capricorn.</p> <ul style="list-style-type: none"> ■ To be able to use maps, globes, atlases and digital/computer mapping to identify and locate the location of tropical and temperate deciduous biomes. ■ To be able to use digital technologies ■ To be able to compare and contrast different biomes and to understand how biomes differ. 	<ul style="list-style-type: none"> ● To be able to describe the physical process of climate change and their impact. ● To be able to understand and investigate the impact climate change is having on other parts of the world. ● To be able to create and describe some of the predicted effects of climate change and how these will impact our lives in the next 5 years.
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