



Questions to Develop Children's Spirituality in Geography:	Should we get the maximum amount of food from the land? Does it matter how we do it? Can you make a difference to something that is happening on the other side of the world? Why should it matter what happens to other people? Is it important how you live your life? Does it matter if you waste things, leave litter etc? In what ways do you see yourself as part of the global village? When God created the world he made us as humans stewards. Do you think we are fulfilling our duty as stewards of the planet? If not what else do we need to do to ensure we look after the world God created? Is everyone responsible for looking after the planet? Can you make a difference to how the planet is cared for?
Development of the child:	Questioning, stewardship, consideration, enquiry and reasoning.



<p>Topic: A Kingdom United</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: What the Romans Did For Us- A Region in the UK (Y3/4)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • human and physical geography of the local area • how land is used in the local area and how land use has changed over time • how human activity has affected the region • how Geographical processes have affected the landscape 	
<p>National Curriculum Objectives</p> <p>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</p>	<p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> ▪ Know the difference between the United Kingdom and Great Britain. ▪ Know the main mountain ranges, rivers, lakes, islands and National Parks of the UK and locate them on a map. ▪ Know the neighbouring counties of Lancashire and the key physical and human features of these counties. ▪ Know the names of some of the other counties in other parts of the UK. ▪ Know the popular places to visit e.g., Gwynedd, Cornwall, Yorkshire, Midlothian, events, places of historical interest, key towns and cities, traditional food and produce and industries in another county. <p style="text-align: center;">Place: What makes _____ an interesting place to visit?</p>	<p>United Kingdom Great Britain mountains lakes islands county industry urban rural border coast land use distance National Parks North, South, East and West NE, NW, SE, SW</p>



<p>Topic: Food Glorious Food</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: The Great Plague (Y3/4) (Rubbish and Recycling an Environmental Study)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • foods that are grown locally • that some foods are imported from other countries • how waste can be reduced • the effects of landfill • where local waste disposal centres are located 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<p>Locational knowledge – 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.</p> <p>Describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography – land use, economic activity including trade links, and the distribution of natural resources including food.</p>	<ul style="list-style-type: none"> ▪ Know that food comes from various and diverse places. ▪ Know what produce is grown/produced locally and where it can be purchased. ▪ Know about supply chains e.g. from field to fork ▪ Know about food miles and how food is transported. ▪ Know some key foods that are imported and exported from the UK and the reasons why. ▪ Know and understand the impact importing foods from other countries has on the climate ▪ Know and discuss what we mean by Fairtrade and the positive impact this has on less developed communities <p style="text-align: center;">Process: What is the wider impact of importing foods from other countries on the world's climate?</p>	<p>diverse produce locality supply chain food miles transportation import export climate equator economy land use natural resources man-made sustainable trade Fairtrade</p>



<p>Topic: Amazon Adventure</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: Passport to Europe- A Region in Europe (Y3/4)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • about a contrasting region in a European country • the location of the region Catalonia • the physical and human features of the region studied • settlements in the region studied • how to location and climate impact on economy 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>and 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.</p> <p>Understand geographical similarities and differences through the study of a region of the UK and a region in South America.</p>	<ul style="list-style-type: none"> ▪ Know the location of the Amazon rainforest and Amazon River ▪ Know the countries that are in the Amazon Basin ▪ Know the physical features of the Amazon Basin e.g. climate, soils, vegetation, rivers, biome ▪ Know the route of the Amazon River from source to estuary, including key tributaries ▪ Know the causes and effects of flooding. ▪ Know what people's lives are like in the Amazon Basin e.g. native tribes, modern communities along the river. e.g. What are children's lives like? What are villages/towns/cities like? What jobs do people do? ▪ Know key industries such as palm oil production, logging, cattle farming, mining etc. and understand the environmental impact of these. ▪ Know how the Amazon Basin is changing and why <p style="text-align: center;">Patterns: How is the Amazon Basin changing and why?</p>	<p>rainforest river climate soils vegetation biome estuary tributary flooding native tribe indigenous people modern community palm oil logging cattle farming mining Amazon</p>	<p>continent equator tropical Tropic of Cancer/Capricorn South America canopy satellite imagery</p>



<p>Topic: Survival!</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: Rock and Roll topic in Y3/4 (Volcanoes and Earthquakes)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • areas of the world that are prone to earthquakes and volcanic eruptions • what a volcano is • what an earthquake is • the location of the San Andreas Fault and Pacific Ring of Fire 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<p>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 night).</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Describe key features of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<ul style="list-style-type: none"> ▪ Know the names key countries of the world and locate them within each continent. ▪ Know about groupings of countries based on political/economic status – G20 countries, BRIC countries etc. ▪ Know 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 night). ▪ Know the names and features of different biomes e.g. arctic tundra, tropical rainforest, deserts, deciduous forests ▪ Know the location of some unique physical and human features in different countries. E.g. Great Wall of China, Himalayas ▪ Know how tourism affects a region/country both positively and negatively. ▪ Know how to access and use live weather data ▪ Know the key geographical issue at the time of study e.g. famine, disease, natural disasters <p>Place, Position, Patterns, Processes: Presentation of all learning through a variety of media, linked to chosen country of study.</p>	<p>country continent political economic G20 BRIC position latitude longitude equator</p>	<p>Northern and Southern Hemispheres Arctic/Arctic Circle Prime/Greenwich Meridian time zone biome weather climate famine disease natural disaster</p>



<p>Topic: Oh I Do Like to be Beside the Seaside!</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: There's No Place Like Home (Y3/4) (The Region Where I Live)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • human and physical geography of the local area • how land is used in the local area and how land use has changed over time • where our locality is in the world • neighbouring counties and towns 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Describe key features of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<ul style="list-style-type: none"> ▪ Know the human and physical geography of a seaside town, Southport in Merseyside, comparing it with other places studied previously. ▪ Know how tourism, transport, settlements and land use have changed over time through the use of maps, images and other sources of geographical information. ▪ Know how to use Digimaps to develop Ordnance Survey and digital mapping skills. Calculate distances using scales on maps. Work out approximate times for walking those distances based on speed of walking. Compare with walking data on Google Maps directions. ▪ Know some of the reasons why Southport has been in decline, particularly since the 1970s. ▪ Know how to access national data relating to population, unemployment and health ▪ Know the physical geography of Southport and the surrounding area (<i>Coast, climate, vegetation, rivers</i>). ▪ Know the human geography of Southport and the surrounding area (<i>Settlement types, commerce, industries, farming, tourism, transport links, attractions etc</i>). <p style="text-align: center;">Position: How does to location of Southport affect its economic activity?</p>	<p>seaside Merseyside tourism transport settlement Ordnance Survey coast climate river population settlement industry tourism transport</p>