

Year 3 and 4 Geography

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: The Great Plague (Y3/4) Subject: Geography</p>	<p>Prior Knowledge/Links: The Great Outdoors (Y1/2) Children should already know: Fieldwork of land use on the school grounds</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Human and physical geography -including types of land use. Consider the issues around litter and waste. Recognise how people can adversely affect, as well as improve the environment.</p> <p>Links to 'Oh! I Do Like to Be Beside the Seaside' in Y5/6 – human geography, land use, economic activity, OS mapwork</p>	<p>Know what is meant by 'environment'. Know what is meant by waste/rubbish. Know where rubbish goes and how it gets there. Know how waste can be reused and recycled. Know how waste can be reduced. Know where local waste disposal and recycling centres are. Know the effects of 'landfill'.</p> <p style="text-align: center;">How can humans reduce the effects of landfill?</p>

<p>Topic: There's No Place Like Home (Y3/4)</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: The Place Where I Live (Y1/2)</p> <p>Children should already know: Small area of the UK.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Geographical skills and fieldwork – Investigate the local area using maps, atlases and digital/computer mapping. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>Know where they are in the world i.e. identify where they live. Know the human features in their locality. Know the physical features in their locality. Know that there are different types of maps that show features in more/less detail. Know neighbouring counties and towns surrounding their local area. Know where their school is on a map. Know how land is used in their local area. Know how land use has changed over time.</p> <p>What features make your locality special? How and why has this changed over time?</p>

<p>Topic: Water, Water (Y3/4) Subject: Geography</p>	<p>Prior Knowledge/Links: Explorers (Y1/2) Children should already know: Small area in a contrasting non-European country.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Human and physical geography – rivers and the water cycle, types of settlement and land use, economic activity, distribution of natural resources. Links to ‘Survival!’ in Y5/6 – world’s countries and features.</p>	<p>Know what a river is. Know how a river is different from other bodies of water. Know where the water comes from. Know where the key rivers of the world are e.g. Thames, Mississippi, Amazon, Ganges, Nile, Volga, Yangtze. Know where key rivers in the UK are e.g. Thames, Severn, Trent, Tay, Tyne, Clyde, Mersey Know the rivers are in our local area e.g. River Douglas, River Yarrow, Mersey, River Ribble Know the difference between a canal and a river. Know what the key rivers of the world are like i.e. how long, wide and how much water. Know why and how a river can be changing. Know how rivers affect people’s lives and influence human activity. Know how people affect rivers.</p> <p style="text-align: right; color: blue;">How do rivers affect human activity?</p>

<p>Topic: Rock and Roll (Y3/4) Subject: Geography</p>	<p>Prior Knowledge/Links: Penguins, Possums and Pigs? Children should already know: Hot and cold areas of the world</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Human and physical geography – volcanoes and earthquakes.</p> <p>Links to ‘Amazon Adventure’ in Y5/6? – physical geography of a contrasting region, Amazon Basin, rainforest, biomes.</p>	<p>Know what a volcano is. Know that not all volcanoes are the same. Know what an earthquake is. Know where in the world earthquakes/volcanoes happen. Know how and why earthquakes and volcanic eruptions occur. Know that certain areas of the world have more earthquakes and/or volcanoes than others? Know when an earthquake and volcanic eruption has happened (Haiti earthquake, 2010; Iceland volcano eruption, 2010). Know how earthquakes can be predicted and measured. Know the effects earthquakes/volcanoes have on people. Know how people prepare for earthquakes and volcanic eruptions.</p> <p style="text-align: center;">How do earthquakes and volcanoes affect human activity?</p>

<p>Topic: Passport to Europe (Y3/4)</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: Wind in the Willows (Y1/2)</p> <p>Children should already know: Seasonal and daily weather</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Place knowledge – understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Catalonia)</p> <p>Link to ‘Food, Glorious Food!’ in Y5/6 – world food, where does food come from?</p>	<p>Know the location of Catalonia including how far away it is and how people might travel there.</p> <p>Know the physical geography of the region (climate, landscape, rivers, mountains)</p> <p>Know distinctive features of the region (language, cuisine, influence of the artist Gaudi)</p> <p>Know the human geography of the region (settlement size, transport, tourist attractions, economic activity, trade links).</p> <p>Know why key towns and cities in the region have developed where they are – lots of settlements on the coastline.</p> <p>Know how location and climate has an impact on economic activity.</p> <p>Know the similarities/differences between this region and the region of the UK explored in ‘What the Romans Did for Us’ (the Lake District).</p> <p>Know about the lives of children in this region and how their lives are similar to theirs.</p> <p>How do the physical and human features of Catalonia contrast with your locality?</p>

<p>Topic: What the Romans Did for Us (Y3/4)</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: Family Album (Y1/2)</p> <p>Children should already know: UK countries and capital cities.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Locational knowledge – locate the counties and cities in the United Kingdom.</p> <p>Links to ‘A Kingdom United’ in Y5/6.</p>	<p>Know where the Lake District is located.</p> <p>Know what a National Park is and how each one is different.</p> <p>Know what the Lake District has in common with the other National Parks in Britain.</p> <p>Know the physical geography of the Lake District (climate, vegetation, mountains, rivers, lakes).</p> <p>Know how geographical processes (changes) have affected the landscape (volcanic impact, glaciation).</p> <p>Know what the human geography of the Lake District is like (settlement type, farming, mining, quarrying, tourism, energy and water supplies, transport links).</p> <p>Know how human activity has affected the region (impact of tourism).</p> <p>Know how the Lake District compares with our own locality and other worldwide regions (link to Catalonia in ‘Passport to Europe’ topic).</p> <p style="text-align: center;">What is the impact of human activity on the Lake District?</p>