

Year 4 Geography Coverage

'As Geographers we explore the world we live in so we can question and understands the interaction between the planet and its people.'

Unit:	The Empire Strikes	A Recipe for Success	And the Band Played On...
National Curriculum knowledge	<ul style="list-style-type: none"> Name and locate cities of the United Kingdom and how they have changed over time (including Chester, Manchester, Staffordshire, Worcester, Leicester) Describe and understand 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 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify physical characteristics and topographical features of the main cities of the UK including hills and mountains, rivers and seas Identify continents (including Antarctica) and discuss their position/temperature in relation to the equator 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 	<ul style="list-style-type: none"> Identify physical characteristics and topographical features of the main cities of the UK including hills and mountains, rivers and seas Describe and understand the Water Cycle
Subject Focus	In this unit, we will explore invaders and settlers. We will learn about the growth of the Roman Empire across Europe including trade links and the impact they had on Britain including buildings and roads. This will be consolidated with a trip to Wroxeter. We will learn about where the Anglo Saxons and Vikings invaded from and why they wanted to settle in Britain for farming land.	In this unit, we will research inventions from each continent and plot these on a map. We will complete a study of Germany and its physical features, comparing and recognising similarities and differences to the UK.	In this unit, we will explore changes in Hednesford, including population changes and explanations for these changes and the comparison of old and modern maps of the local area. We will then compare this to Liverpool, through research and visiting Liverpool docks. We will learn about the Titanic and the route it took before the disaster.
Top Ten / Fab Five	1. I can name and locate 5 countries that the Romans invaded.	1. I can name an invention from each continent.	1. I know that the population increased in Hednesford because of mining.

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	<p>2. I know that they invaded these places to create trade links for food and materials.</p> <p>3. I know where the Romans came from and why they invaded England.</p> <p>4. I know where the Anglo Saxons came from and why they invaded England.</p> <p>5. I know where the Vikings came from and why they invaded England.</p>	<p>2. I know that the UK is split into four countries and can name some rivers that flow through them.</p> <p>3. I know that Scotland has the most hills and that the mountains in the 3 peaks challenge are Ben Nevis, Snowdon and Scafel Pike.</p> <p>4. I know that the Alps are a mountain range in Europe including Germany</p> <p>5. I know that the River Rhine and Danube are in Germany.</p>	<p>2. I can identify mining areas on old maps of Hednesford.</p> <p>3. I know what a land use survey is and can conduct one in my local area.</p> <p>4. I can compare maps and identify where population and housing has increased.</p> <p>5. I know that Liverpool is a city and is by the River Mersey.</p> <p>6. I know that Liverpool has a bigger population than Hednesford because one is a city and the other is a town.</p> <p>7. I know that the Titanic set sail in Southampton and was travelling to America.</p> <p>8. I know that it sunk in the North Atlantic Ocean.</p>
Unit specific Vocabulary	<p>Empire Invasion Trade links Continent Europe Denmark, Sweden, Italy, Rome Wattle and Daub/Thatch</p>	<p>Topographical Mountain River Population Continent Equator population</p>	<p>Atlantic The Cross Keys Census Population Key/symbol Grid reference Housing Farming land Roads Albert Dock Maritime Museum Landmarks</p>
National Curriculum Skills applied	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>show understanding of pattern/ movement/ change</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p>

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			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.
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