

Geography – Year 3 & 4

Glossary:

Linking concepts:

- Similarities & differences - To find what is the same and what is different about two places
- Cause & consequence - To find the reason why certain things happen and how this affects people/places
- Change & continuity - To look at what has and has not changed over time
- Significance - To look at the importance of information, data, maps and geographical features
- Interpretation - To understand a range of data/information in order to make predictions and come up with own conclusions based on evidence

Geographical Skills

Geographical Enquiry

- Ask and respond to questions and offer their own ideas.
- Enquiry questions to be displayed and explored at the beginning and end of the unit.
- Extend to enquiries to satellite images and aerial photographs.
- Investigate places and themes at more than one scale.
- Record evidence with some support.
- Analyse evidence and draw conclusions e.g. make comparisons (**similarities and differences**) between locations using photos, pictures and maps.

Locational and Place knowledge

- Locate Europe and South America using maps focusing on environmental regions, key physical or human characteristics, countries, and major cities.
- Name and locate geographical regions of the UK and their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers
- Understand how some aspects of these have **changed over time (change and continuity)**.
- Understand geographical similarities and differences of human and physical geography of a region of the UK, a European country and North and South America.

Human and physical geography

- Describe and understand key aspects of physical geography including rivers and climate zones.
- Describe and understand the water cycle using diagrams and models.
- Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied (**change and continuity**).
- Identify **differences** between places.
- Communicate geographical information in a variety of ways, including through maps and writing at length (**interpretation**).
- Apply mathematical skills when using geographical data etc.

Using globes, maps and plans

- Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.
- Use a globe and maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features and land-use patterns.
- Use atlases to find places using index and contents.
- Understand the need for a key (**interpretation**).
- Understand the purpose of maps (**significance**).
- Begin to understand scale and distance on a map by using and applying mathematical skills.
- Start to locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones using a globe.

Map Skills

- Use the 8 points of a compass.
- Use simple grids with letters and numbers and 4-figure coordinates to locate features.
- Use and understand Ordnance Survey symbols and keys to build up knowledge of a local place, the UK and the wider world (**place knowledge and interpretation**).
- Map evidence from fieldwork e.g. sketch annotated views.
- Use plans. Use aerial photos and satellite images.
- Begin to use smaller scale aerial views. Use oblique aerial views.

Fieldwork

- Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs.
- Conduct surveys. Carry out a simple questionnaire.
- Use simple equipment to measure and record.
- Investigate the local area, looking at types of shops, services and houses.
- Apply mathematical skills in data handling to geography fieldwork. (**similarities and differences**) (**interpretation**).

Substantive Knowledge

Year 3

Volcanoes and Earthquakes

Why do people choose to live in dangerous places?

- The earth's core is molten rock and sometimes this makes it way to the surface. (**cause and consequence**),
- The surface of the earth is called the crust and is separated into different pieces called tectonic plates.
- Earthquakes occur along the joins (fault lines) (**cause and consequence**),
- Study: La Palma volcano 2021 and its effects on human life (this can be changed in line with current eruptions)
- Study: Mt Vesuvius and its effects on human life.
- Explore the positives and negatives of locating a settlement near a volcano. comparisons (**similarities and differences**) (**change and continuity**).

Essential knowledge

- Describe the process of a volcanic eruption and an earthquake.
- Describe the effects on human life in La Palma and Pompeii.

Key Vocabulary:

- | | | |
|-------------------|-------------|-----------|
| - Island | - Lava | - Dormant |
| - Eruption | - Hurricane | - Extinct |
| - Tectonic plates | - Tsunami | |
| - Magma | - Active | |

Year 4

Rivers

Why do people choose to live in dangerous places?

- Cities are located near rivers to help with transportation. They also provide food and other resources. (change and continuity; cause and consequence)
- Local Study: River Wharfe, Ilkley.
- World study: The Brahmaputra, Bangladesh (similarities and differences).
- Identify key physical features (source, tributary, confluence, delta, estuary, mouth, upper course, lower course)
- Make comparisons (similarities and differences) between upper, middle and lower course (speed, volume, nature of the river bed material)
- Impact and cause of flooding on Ilkley and Bangladesh. Look at frequency and severity. (cause and consequence)

Essential knowledge

- To identify a positive and a negative for locating a settlement next to a river.
- Identify the causes of floods.
- Describe solutions to flooding in Ilkley and Bangladesh.

Key Vocabulary:

- | | | |
|-----------------|----------------|------------|
| - Flood | - Lower course | - Valley |
| - Delta | - Meander | - Solution |
| - Upper course | - Waterfall | |
| - Middle course | - Erosion | |