Geography Medium Term Plan

Geography is the study of places and the relationship between people and their environments

Year 4 Geography	Autumn	Spring	Summer
Title	**Going Global** How many miles has my food travelled?	**Fantastic Forests** Can I compare the Wyre Forest with the Amazon Rainforest	**World Rivers** How does a river change from source to mouth? River Arrow
Concepts	weather and climate locality links human impact	human impact weather and climate world wonders	Human impact Weather and climate Locality links World wonders
Values	Justice	Hope and resilience	Hope
Link to programme of study	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, and a region within North or South America	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity

		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	including trade links, and the distribution of natural resources including energy, food, minerals and water
What we need to know	How to carry out fieldwork within their local supermarket in order to see where food comes from by creating surveys and going to their supermarket and analysing where food comes from and talking to customers. Buying and selling things is called trade. Trade is an important way for countries to make money and has been happening across the world for hundreds of years. Today, goods are carried around the world in container ships from port to port and by aeroplane. People in the UK can sell things they make when people in other countries want them. This might be because they can't make them themselves or because they are cheaper or better quality. Sending goods like this to other countries is called export. There are also things, such as bananas or oranges, that are hard to grow in the UK and we	To know the location of South America To know that Brazil is located in the continent of South America. To know that Brazil is the largest country in South America and the fifth largest country in the world. To know how to use 4 figure grid coordinates to locate different areas of Brazil. To know the capital city changed from Rio De Janeiro in 1960 to Brasilia To know the underdeveloped location of the new capital allowed a fresh start as well as an opportunity to develop the region. To know the climate differs in different areas of Brazil due to its location. To know that 60% of The Amazon Rainforest is in Brazil. To know the Amazon rainforest is the most biodiverse region on earth, providing	To know what the water cycle is (hydrological cycle) and our use of water. To know that a river starts at a source and ends at the mouth. To know and label key features of a river. To know the River Arrow is a river in the Welsh Marches, rising in Powys in Wales, then flowing into the English County of Herefordshire. It rises near Gwaunceste Hill, then flows South East. The River Mouth is located in Stoke Prior, Herefordshire. Whilst studying a the River Arrow learn about how to use an Ordnance Survey map, OS symbols and key/ contour lines. Know that rivers affect our land use and trade links. To know how the River Arrow is used.

	have to buy these things from abroad. This is called import. Where the food is grown correlates with types of settlement and how land is used to grow/create products such as cocoa beans/bananas. The journey of a type of food. (Coffee/cocoa) Know what Fair trade is and why it is important.	shelter to three million species on plants and animals. To know that billions of trees absorb tonnes of carbon dioxide every year and slow down the climate change along with producing 20% of earth's oxygen, hence named 'Lungs of Earth.' To know deforestation causes many issues that have an impact both locally and globally, including: Flooding Global warming Indigenous tribes Endangered species To know the features of the Wyre Forest to draw comparisons: The Wyre Forest is the largest woodland Nature Reserve in the country and can be found to the West of Birmingham. There have been trees growing there for 10,000 years (forestry England UK) In 1919 the Forestry commission was set up in response to the lack of timber in the first world war. 1963	To know the names of major rivers across the world and plot them on a map including: The Nile, The Amazon, The Yangtze and The Mississippi, the Yukon. To know how to use a topography map.

		By 1990s the decline of open space as a result of growing conifers was serious for species reliant on light (particularly insects) and coppicing became a conservation tool in the wyre, to enable the light to reach the forest floor, encouraging woodland flora and wildlife to flourish. Today, some of the parts of Wyre are still managed primarily for timber production from native oaks and faster growing conifer trees. Wyre Forest is recognised as one of the top 3 most important areas of ancient semi-natural woodland in England.	
Cross curricular opportunities	Maths: Data handling Science: Animal habitats	Maths: Data handling Science: Animal habitats Literacy: Debate- can we do more to protect the environment?	Science: Water cycle/changes of state Maths: Data handling Literacy: Explanation *The Water Cycle*
Building on what we know	This builds on from their knowledge of trade in local history unit – Redditch's global needle trade. Builds on locational knowledge of world countries and continents and mapping skills.	What a biome is and the features of each one. How a biome correlates with the plants and animals found there. How location/biomes affects climate.	How to interpret a topography map. How to use an OS map.

Vocabulary	Continents, Fair Trade, Trade, produce, farming, export, correlation, food miles, settlement	Deforestation, Brasilia, slash and burn, population, oxygen, carbon dioxide, species, woodland, nature reserve, conifers, preservation	hydrological cycle, flood defence, flooding, topography, human and physical factors
Quick fire 5	Where do key food items come from? What does trade mean? Why is food exported? What is fair trade? What is the correlation between location and what items are produced? Give an example.	Why is the Amazon known as the 'Lungs of the World?' How can we reduce deforestation? What impact is deforestation having on our climate? What happened in the 1990s to the Wyre Forest? What is being done to preserve the habitats of the wildlife in the Wyre Forest?	OS symbols quiz – generate questions based on interpreting maps. What is the hydrological cycle? Give a definition of these words: Precipitation Evaporation Condensation Which are the longest rivers in the world? How does it affect communities nearby/trade?
Disciplinary Knowledge	**Graphicacy skills:** • Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied. • Create a simple sketch map e.g. of a short route followed, with symbols and a key. • Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity). • Know that fourfigure grid references can be used to identify locations and begin to use them.	**Graphicacy skills:** • Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Use the contents/index of an atlas. • On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. • Use bar charts, time graphs and discrete and continuous data (from Maths NC). • Understand and explain the purpose/reliability of different image types, including oblique views	**Graphicacy skills:** • Draw a map (including symbols and key) from a description and compare to other maps. • Use complex keys (e.g. making estimates based on size of symbols). • Understand the purpose of contour lines on maps. • Begin to draw to scale • Use scales to estimate distances e.g. along a road/river. • Use four-figure grid references to identify and describe locations. **Fieldwork Enquiry and Practical Skills:** • Engage in guided enquiries and suggest own questions for enquiry.

	• Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC). • On digital maps, begin to identify scale and annotate with text and labels. Use bar charts and more complex tables (from Maths NC). • Begin to understand the purpose/ reliability of different image types. **Fieldwork enquiry and practical skills:** • Engage in guided enquiries and begin to suggest own questions for enquiry. • Begin to evaluate own observations and compare them with others. • Understand the eight compass points and begin to use them to follow routes. • Apply ageappropriate maths knowledge to understanding of geography (e.g length, distance, volume, angles, area and scales). • Secure use of left/right from any perspective (e.g. with an upside-down map) and use compasses and eight compass points to follow and describe routes.	**Fieldwork Enquiry and Practical Skills:** • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales).	• Evaluate own observations and compare them with others. • Use a compass and the eight points of a compass to follow and describe routes and identify locations.