**Year 4 Geography Curriculum – Summer Term**

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| **Theme: Shape of our land/celebrating our world** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| **Shape of our land*** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Celebrating our world*** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
 | **Keyword** | Definition  | **Tributary** | a river or stream flowing into a larger river or lake. | **PSHE** – **History –** **English** – **Science –**  |
| **Climate zones** | areas with distinct climates. These zones might correspond to weather patterns, latitude, or communities of plants and animals.  | **Confluence** | the junction of two rivers, especially rivers of approximately equal width. |
| **Mountains** | a large natural elevation of the earth's surface rising [abruptly](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08q8x-DJ747h1YI_kRuT5tGNbz5dQ:1713796882274&q=abruptly&si=AKbGX_q870E3DK3nJ7cu3BOD7pxCUAYpj6_Lg7Jb7eoAO6wKFAzQm11fpgKkK1K_Tn2svu4St9xvJLhb0ShjuQTWB8k4CFNKZ1PnGioykeF9Y0mgx1d8x-M%3D&expnd=1&sa=X&ved=2ahUKEwjh_InzhtaFAxW7VEEAHf0WAIkQyecJegQIOxAN) from the surrounding level; a large [steep](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08q8x-DJ747h1YI_kRuT5tGNbz5dQ:1713796882274&q=steep&si=AKbGX_oRjcCPa5QPMQwD2ABTMArQ1poUhL9txkPcglq3gUyXj8i2LXqWLEGj-kuDI6Vy2VprP_jpbBtvHngZFgUDRYEejRrDbA%3D%3D&expnd=1&sa=X&ved=2ahUKEwjh_InzhtaFAxW7VEEAHf0WAIkQyecJegQIOxAO) hill. | **Levee** | an [embankment](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_JupxpxMLSVorLC5bqBbiB3Y5alw:1713797156946&q=embankment&si=AKbGX_pt4UlL1m2gNC94R_NJDj6SFfRH1rBjCHJRAgyGH-QnYZ8lAP3nVojNkjsEjkm5aRnXTyhZY41b4RzQj97w94JcOEp1EDVmxolmaROml-r5H0EMJHE%3D&expnd=1&sa=X&ved=2ahUKEwigy4b2h9aFAxVia0EAHdLqAG4QyecJegQIDxAO) built to prevent the overflow of a river. |
| **Rivers** | a large natural stream of water flowing in a channel to the sea, a lake, or another river. | **Delta** | the flat, low-lying plain that sometimes forms at the mouth of a river from deposits of sediments.  |
| **Collide** | When two masses press together | **Estuary** | the [tidal](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0-trH8PTnsk-5enfbzVvb5n3kQ3pw:1713797211194&q=tidal&si=AKbGX_oRjcCPa5QPMQwD2ABTMArQDofQsnLOme1TIQhUl95eJi_MmnIlQ_a1FlFRmRCVBo4xMUeNujtRRVEQpABHY2Mxguj9Iw%3D%3D&expnd=1&sa=X&ved=2ahUKEwiqq_WPiNaFAxVYS0EAHeMkD2sQyecJegQIIBAO) mouth of a large river, where the tide meets the stream. |
| **Erosion** | the [gradual](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08KXGqmWlxI27t6IYZvC1W3ZVCLoQ:1713797040506&q=gradual&si=AKbGX_r0zqXEeLlZhGfi3fbO0QSWBXKL1nQMHPFeGlFPDbrmvvDQa9fEkdO7KCoPLitIJL3Qs1xrcMN17fjW1liyT-RxLXacxQ%3D%3D&expnd=1&sa=X&ved=2ahUKEwiA1sO-h9aFAxV2X0EAHb0YD8EQyecJegQIHxAR) destruction or [diminution](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08KXGqmWlxI27t6IYZvC1W3ZVCLoQ:1713797040506&q=diminution&si=AKbGX_pt4UlL1m2gNC94R_NJDj6S0qWxBT5ujKPYQ1usL2UZCIz8YFcQn0cMGE1_Dsz-4C2NsekZeWhRwgXcr_4SVjlpiB008H5Ru3SMJgTeRnF-L6xUKH8%3D&expnd=1&sa=X&ved=2ahUKEwiA1sO-h9aFAxV2X0EAHb0YD8EQyecJegQIHxAS) of something. | **Civilisation** | the stage of human social and cultural development and organization that is considered most advanced. |
| **Magma** | hot fluid or [semi-fluid](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn091PDlw0n0p7jXTcuF0jJ5pm7cUaw:1713797073251&q=semi-fluid&si=AKbGX_pt4UlL1m2gNC94R_NJDj6SWJvPbjmerJis3f9tJmQbs2MBr7bFTasqvMpYZEL6uw6DLrUJDZ3E-JBSF0qcZoKgFMXqTeiIY3I69DODUFIpEAt6F4Y%3D&expnd=1&sa=X&ved=2ahUKEwjYo5LOh9aFAxW3QUEAHYKCA9sQyecJegQIHxAO) material below or within the earth's [crust](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn091PDlw0n0p7jXTcuF0jJ5pm7cUaw:1713797073251&q=crust&si=AKbGX_oRjcCPa5QPMQwD2ABTMArQSe0K6sqPQpaa0Ce6ENmcP_UFhjYYF3fS6kx_G4C9qY10Z1QYuOU4x6WsqPAnFGy9Ke3G7g%3D%3D&expnd=1&sa=X&ved=2ahUKEwjYo5LOh9aFAxW3QUEAHYKCA9sQyecJegQIHxAP) from which lava and other [igneous](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn091PDlw0n0p7jXTcuF0jJ5pm7cUaw:1713797073251&q=igneous&si=AKbGX_r0zqXEeLlZhGfi3fbO0QSWcb8bty38ONYe5MKd2E39V_VBAzWClp2rZ_UDt-MRc4uwJ8aFLrsYqaedltqV3O0jBrxS3A%3D%3D&expnd=1&sa=X&ved=2ahUKEwjYo5LOh9aFAxW3QUEAHYKCA9sQyecJegQIHxAQ) rock is formed on cooling. | **Wonders of the World** | Various lists of the Wonders of the World have been compiled from antiquity to the present day, in order to catalogue the world's most spectacular natural features and human-built structures.  |
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| **Prior Learning:**Hot and Cold Places (with rivers and mountains)- Year 2Peak District- Year 3 | **Future Learning:**World Countries and Capitals, Biomes and Vegetation belts- Year 5 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. How are landscapes different?
 | * The Earth’s surface is subject to continual long term change. Volcanoes and mountain building processes build up the land creating high mountain ranges whereas forces of erosion gradually wear these away. If no mountain building were to happen the land would be worn flat over time. Interaction of rocks and water happens in many different ways over extended timescales. Ultimately, it accounts for the diversity of physical landscape around the world.
* Mountains are formed by forces deep beneath the Earth’s surface where fault lines of landmasses press each other or collide. In some places the land is raised up; in others, magma breaks out onto the surface creating islands or mountain ranges.
* Erosion wears the land away in multiple ways. Rivers, cut back into mountain or upland areas, csrrying sediment downstream and depositing it in the sea or lakes along the way. Glaciers (frozen rivers) grind away at rocks to gouge deep mountain valleys. The wind blasts exposed surfaces. Changes in temperature causes rocks to expand and contract making them exposed to the action of ice, wind and water. Even some types of rock, such as limestone, is more vulnerable to chemical processes being slowly dissolved as it reacts with rainwater. This results in dramatic landscapes with cliffs, gorges and caves.
 | * Discussion led from teacher modelled diagrams and explanations of processes of mountain-building and erosion.
* Draw and annotate some of these processes into their books with reference to mountain-building processes and types of erosion.
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| 1. What are the features of a mountain environment?
 | * Mountains in the UK can be found in following locations such as: Dartmoor, Cambrian Mountains, Pennines, Lake District, Southern Uplands, Grampians, North West Highlands and Mourne Mountains.
* Mountain ranges are found all over the world like the Alps (Europe), the Rockies (North America) or Andes (South America).
* Mountains are formed by forces deep beneath the Earth’s surface where fault lines of landmasses press each other or collide. In some places the land is raised up; in others, magma breaks out onto the surface creating islands or mountain ranges.
* Mount Everest is the highest mountain in the world and stands an impressive 8,849metres tall. It is a dangerous climb and requires expert climbers to scale it due to its extreme and changeable conditions.
 | * Design a newspaper front page (using research from the internet/print-outs) documenting the first summit of Mount Everest in 1953 by Sir Edmund Hillary and Sherpa Tensing Norgay. Report on the momentous nature of the event including photos, maps and diary extracts, pretend interviews and comments from politicians and world leaders.
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| 1. What are the features of a river environment?
 | * Rivers are important lines of trade and communication. Many towns and cities are found on the banks of rivers. Agriculture and industry both benefit from ample supplies of river water but floods present a continual risk.
* Some key rivers by continent are: Africa, Nile (6,695km); Antarctica, no rivers (ice covers the land); Asia, Chang Jiang (6,350km); Europe, Volga (3,692km); North America, Mississsippi- Missouri (5,969km); Oceania, Murray-Darling (1,472km); South America, Amazon (6,516km).
* Rivers flow downhill from the mountains to the sea (a common misconception is the belief that they do the reverse of this).
* Some of the key features of rivers are as follows: rivers begin at a source (mountain spring) where tributaries will eventually meander to feed the main river at a confluence, they will usually have several features such as oxbow lakes, levees, channels, before coming to a delta or estuary and finishing their course at a mouth into the sea.
 | * Study one of the key continents rivers from source to sea.
* Write a report/poem based on all the things seen from the chosen river from the perspective of a boat journey (make reference to key features of the river as you go).
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| 1. How did people explore the world?
 | * Early trade links between different cultures and civilisations alerted historical communities to places far beyond their immediate travel experience but their knowledge was partial or incomplete. The Ancient Egyptians and Greeks were well aware of Europe and neighbouring regions of Africa and Asia. It was a very long time however, before Europeans established the existence of the New World or sailed round the world.
* The following names are explorers who are noted for their travels: Ibn Battuta, Christopher Columbus, Ferdinand Magellan, Captain James Cook, David Livingstone, John Hanning Speke, Roald Amundsen and Sir Ernest Henry Shackleton.
 | * Research and present and summarised account of the lives of one of the following explorers (Teaching Primary Geography p.170)
* Reason their impact of exploration has had on the world today.
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| 1. What makes a place special?
 | * Places can be special to different people for a variety of reasons.
* Islands contain several key physical and human features.
* Islands in some parts of the world can prove to be very attractive places due to access to the coastland and a warmer climate.
 | * Discuss what makes a place special.
* Research as a class island locations such as: the Galapagos Islands, Easter Island, Surtsey, The Maldives, Elephant Island, Reunion, Andaman Islands, Zanzibar, St Lucia and Skomer.
* Identify and record what can make an island special and what can damage an island (refer to environmental issues such as pollution and tourism).
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| 1. What are the wonders of the ancient and modern world?
 | * Geographical wonders are present in different forms across the world. Some are still undiscovered.
* The seven wonders of the ancient world were considered to be: the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum at Halicarnassus, Colossus of Rhodes and the Lighthouse of Alexandria.
* The seven wonders of the modern world are up for debate as we know have a greater understanding of world which includes wonders from all seven continents.
 | * Select from prior knowledge a new list of seven wonders around the world to include as a whole class (manmade and natural); compare and contrast what makes these different and similar to the ancient wonders.
* Synthesise and record the areas that make Market Harborough special to you.
* <https://www.britannica.com/list/new-seven-wonders-of-the-world>
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| **Themes and links** |
| **Geography themes** | **Where these are covered:** | **Links across the Geography curriculum** |
| **Space and scale** | * Lessons 1, 2, 3, 4, 5 and 6.
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| **EYFS** |  |
| **1** |  |
| **2** | Hot and Cold Places (with rivers and mountains) |
| **3** | Peak District |
| **5** | World Countries and Capitals, Biomes and Vegetation belts |
| **6** |  |

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| **Interdependence** | * Lessons 1, 2 ,3, 4 and 5.
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| **Environment and sustainability** | * Lessons 1, 2, 3 and 5.
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| **Cultural understanding and diversity** | * Lessons 4 and 6.
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