Year 4 Geography: The Big Freeze

At the end of Year 4, a great geographer can:

- Identify key locations of a world map using longitude and latitude
- Read and understand four-figure grid references
- Plan a route on a map or globe from one place to another - identifying countries or significant landmarks that are passed
- Consider the impact that humans are having on the environment

Key Questions

- What is a biome?
- What are vegetation belts and how are they different in different parts of the world?
- How is human activity affecting the physical characteristics of Antarctica and the wider planet?
- What can humans do to help combat climate change?



Key Learning:

Locational Knowledge

- To find places like Antarctica and the Equator on a map or globe.

Place Knowledge

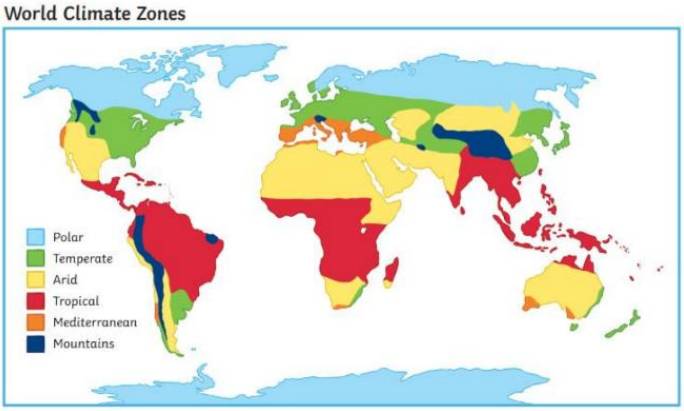
- To plan and describe a route from one place to another.
- To name important landmarks along a journey.

Human and Physical Knowledge

- To tell the difference between human and physical features.
- To explain how climate, biomes and human actions affect places like Antarctica.

Geographical Skills and Fieldwork

- To use maps, globes and atlases to find information.
- To use geographical vocabulary to explain what I have learnt about the world.



Key Vocabulary	
Equator	An imaginary circle around the Earth which divides Earth into two equal parts.
Tropic of Cancer /Capricorn	Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics.
Biome	A biome is focused more on the wildlife and vegetation in an area.
Vegetation	Vegetation means the plant life of a region or the plant community.
Rainforest	A hot, moist biome where it rains all year long, known for its dense canopies of layered vegetation.
Savannah	A rolling grassland scattered with shrubs and isolated trees, found between a tropical rainforest and desert biome.
Tundra	The coldest of all the biomes. It has very low temperatures and little precipitation.
Desert	An ecosystem that forms due to the low level of rainfall.

Year 4 Geography: Variety of Life

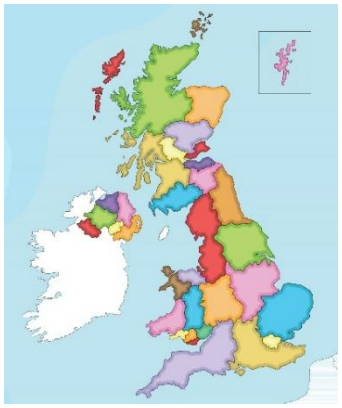
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Key Questions

- How can we use four-figure grid references to find places on a map?
- What is the difference between a continent and a country?
- How can maps help us describe how land is used in the UK?
- Where are the main cities of the United Kingdom located?
- How can we use maps to see how land use has changed over time?
- Can you recognise and identify the equator and the tropics on a world map?





Key Learning:

Locational Knowledge

- To use maps, grid references, lines of latitude and longitude.
- To locate the UK and important places on a world map.

Place Knowledge

- To explain the difference between a country and a continent.
- To name and locate major cities in the UK.

Human and Physical Knowledge

- To describe how land is used in the UK, such as homes, farming and transport.
- To explain how people change the land over time.

Geographical Skills and Fieldwork

- To use four-figure grid references to find places on a map.
- To use maps to compare land use now and in the past.

Key Vocabulary

Continent	The world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica)
Country	A nation with its own government, within continents
County	Small areas within countries that have their own local council
Capital	A city that is the main centre of a country (e.g. London)
Latitude	Vertical lines from north to south around the globe, to help identify places using grid referencing
Longitude	Horizontal lines from west to east around the globe, to help identify places using grid referencing

Year 4 Geography: Roman Britain

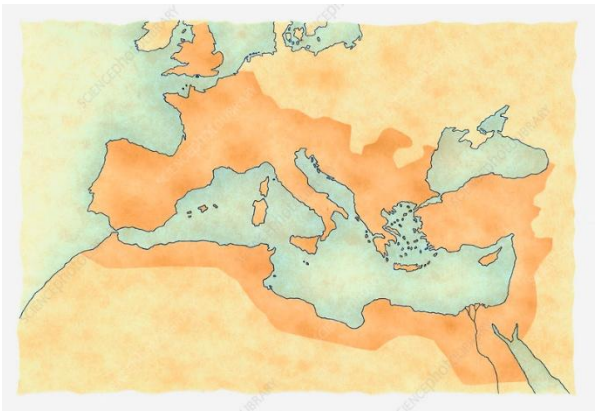
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Key Questions

- Which countries were part of the Roman Empire?
- Why were Roman roads so important and are there any left today?
- Why did the Romans choose the specific locations for their settlements?
- What was the difference between Celtic hillforts and Roman towns?
- Why were rivers important for both Romans and Celts?
- Which Roman influences are still present today?





Key Learning:

Locational Knowledge

- To find countries of the Roman Empire on a map.
- To use maps to explore how far the Roman Empire spread.

Place Knowledge

- To explain why Romans chose certain places for settlements.
- To compare Roman towns with Celtic hillforts.

Human and Physical Knowledge

- To explain how Roman roads, rivers and buildings changed the land.
- To describe Roman influences that are still seen today.

Geographical Skills and Fieldwork

- To use maps to investigate Roman settlements and roads.
- To use geographical skills to compare places before and after the Romans.

Key Vocabulary

Conquer	To overcome and take control of (a place or people) by military force.
Empire	A group of lands that are ruled by one ruler who has conquered all the weaker lands.
Settlement	A place where people have chosen to live and sometimes work.
Aqueduct	A special channel built by people to carry water from one place to another.
Hillfort	A Celtic settlement built on the top of a hill, designed to protect them from invaders.
Civilization	A large group of people who share certain advanced ways of living and working.