

Geography Overview Y3/4

Cycle A

National Curriculum:

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.

Pupils should be taught to:

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Mediterranean, Sheffield and the Peak District)

Human and Physical Geography

Describe and understand key aspects of:

- **Physical geography**, including: climate zones and mountains.
- **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.

Geographical skills and fieldwork

- Use maps, atlases and globes to locate countries and describe features studied.
- 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. (Castleton trip – mountains/ Sheffield)

Topic	Key Skills	Key Knowledge	Key Vocabulary
<p>Why do so many people choose to go to the Mediterranean for their holiday?</p>	<ul style="list-style-type: none"> • Use maps, atlases and globes to identify the Mediterranean Sea and its surrounding countries • Use maps and atlases to locate some European capital cities • Locate the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a map 	<ul style="list-style-type: none"> • Name and locate the Mediterranean Sea and the countries the boarder it • Name some European capital cities (Paris, Rome, Athens, Madrid) • Know the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • Know that a Mediterranean climate has a cold, wet winter and a hot, dry summer • Know that the closer to the Equator the hotter it is and the further away the colder it is • Understand the importance of tourism for Mediterranean countries • Know that tourism, shipping and agriculture are important industries in Greece 	<p>Mediterranean, Europe, Africa, Asia, Equator; Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic Circle climate; weather; conditions; coast, sea, ocean, tourism, agriculture</p>

Why would you choose to live in Sheffield?	<ul style="list-style-type: none"> • I can use maps, atlases and digital technologies to locate the Peak District National Park, Sheffield and the surrounding cities • I can use maps and atlases to locate South Yorkshire and other counties of England. • I can use a map to identify physical and manmade features. 	<ul style="list-style-type: none"> • Name and locate some counties of the UK including South Yorkshire, Derbyshire, North Yorkshire, West Yorkshire, the East Riding of Yorkshire, Lincolnshire and Nottinghamshire. • Know where Sheffield and the Peak District National Park are located. • Know how land is used in Sheffield. • Know how land is used in the Peak District National Park. • Know the key human geography characteristics of Sheffield. • Know the key physical characteristics of the Peak District. • Understand why people visit the Peak District. 	Sheffield, South Yorkshire, Peak District National Park, landscape, urban, rural, feature, agriculture, leisure, business, moorland, reservoir, edge, limestone, White Peak, millstone grit, Dark Peak, Cave
Mountains	<ul style="list-style-type: none"> • I can use a map to find mountain ranges • I can use a map to identify higher ground in the UK • I can identify physical and man-made features on a map 	<ul style="list-style-type: none"> • know how mountains are formed • Understand the key features of a mountain range • Know the highest mountains in England, Scotland, Wales and Northern Ireland • Know the names of famous mountain ranges around the world • Know the climate of mountain ranges • Know why people visit mountains • Know the importance of tourism for mountain regions 	mountain range, summit, slopes, face, sides, ridge, peak, tree line, snow line, tectonic plates, adjacent, collide, force/pressure, fault lines, fold mountains, dome mountain,

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Cycle B

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Pupils should be taught to:

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography

Human and Physical Geography

Describe and understand key aspects of:

- **Physical geography**, including: volcanoes, earthquakes and rivers.
- **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.

Geographical skills and fieldwork

- Use maps, atlases and globes to locate countries and describe features studied.
- 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. (Moorlands Discovery trip – rivers)

Topic	Key Skills	Key Knowledge	Key Vocabulary
What makes the Earth angry? Volcanoes and earthquakes	<ul style="list-style-type: none"> • Use maps, atlases and digital technology to find famous volcanoes • Locate famous volcanic regions on a map • Be able to compare advantages and disadvantages of living close to a volcano 	<ul style="list-style-type: none"> • know what causes a volcano to erupt • Name the features of a volcano • Know the advantages and disadvantages of living close to a volcano • Know what a tsunami is • Know what causes a tsunami • Know what causes an earthquake • Know what an aftershock is 	Volcano, tsunami, earthquake, eruption, aftershock, magma, lava, magnitude, fault, tectonic plate, landslide, saturated, crater, main vent
Why are most of the world's cities located near a river? Rivers	<ul style="list-style-type: none"> • Use a maps, atlases and digital technologies to find famous rivers around the world and in the UK • Describe the features of a river • Sketch the features of a river 	<ul style="list-style-type: none"> • Know how a river is formed • Know the features of upper, middle and lower courses of rivers • Understand erosion and deposition • Understand the water cycle • Understand the advantages of cities being near rivers 	Source, mouth, estuary, meander, tributary, upper course, middle course, lower course, waterfall, oxbow lake, erosion, deposition, Water cycle, evaporation.