

European Region Spain

“Let the waters below the heavens be gathered into one place, and let the dry land appear.” – Genesis 1:9

Year Year 3 4

Term Autumn 2

Subject Geography

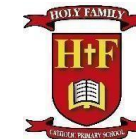
National Curriculum Coverage	<ul style="list-style-type: none">Locate Europe and its key human and physical characteristics.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.Identify and locate Europe's major cities.	
Key Vocabulary	Geographical Terms & Processes- currency migrant retail service industry tourism climate	Location Terms- easterly northerly southerly westerly
Key knowledge		Geographical Skills/Disciplinary knowledge
Lesson1 : To compare and contrast Spain and the United Kingdom		Year 3 I can compare a region of the UK with a region in Europe Year 4 I can understand the similarities and differences of a region of UK and a region in a European country.
Lesson2 : To know where Spain is in the world		Year 3 I can locate the main countries of Europe. Year 4 I can locate the main countries of Europe and neighbouring countries.
Lesson3 : To know about the physical geography of Spain.		Year 3 I can study pictures of different parts of Europe (eg mountains, rivers) and make reasoned judgements about where they are. Year 4 I can describe and understand key aspects of physical geography.
Lesson 4 : To know about the human geography of Spain.		Year 3 I can use basic geographical vocabulary to refer to human geography. Year 4 I can understand similarities and differences through studying the human geography.
Lesson 5: To understand the climate of Spain		Year 3 I can use maps, atlases, globes and digital/computer mapping and identify different hemispheres on a map. Year 4



I can understand key aspects of physical geography, including climate.

Lesson 6: To understand the importance of tourism in Spain - Persuasive advertisement

Previous knowledge	Current Year	Future learning
Reception/1 Weather and Climate- Understand the different types of weather and seasons. Year 1/ 2 Coasts- Understanding tourism. Discuss the physical features of a coast line.	I can compare and contrast Spain to the UK. I can locate Spain on a map and look at its bordering countries, seas and oceans. I can research and find information out about the physical features of Spain. I can research and find information out about the human features of Spain. I can explain the weather and climate in Spain.	Year 4 /5 Rio de Janeiro – Compare Brazil to the UK. Research different time zones compared to the UK. Look at climate within Brazil.



Food and Farming

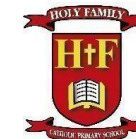
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Year Year 3 4

Term Spring 2

Subject Geography

National Curriculum Coverage	<ul style="list-style-type: none"> describe and understand key aspects of: 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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	
Key Vocabulary	Geographical Terms & Processes- agriculture economy environment export fairtrade food miles import irrigation plantation production chain trade	Location Terms- attitude map reference northern hemisphere southern hemisphere
Key knowledge		Geographical Skills/Disciplinary knowledge
<u>Lesson1 : Understand the four stages of the farming process</u>		Year 3 I can use basical geographical vocabulary to refer to human geography including trade links. Year 4 I can understand the physical and human geographical similarities and differences.
<u>Lesson2 : Explore different types of farming</u>		Year 3 I can compare different regions in the UK (flat, sea level, hill). Year 4 I can use maps, atlases, globes and digital.computer mapping to locate countries and describe features studied.
<u>Lesson 3 :Identifying where in the world our food comes from</u>		Year 3 I can use maps, atlases, globes and digital/computer mapping to locate countries studied. Year 4 I can identify the different climate zones and I can ask questions and find out the effects of the climate.



<u>Lesson 4:Considering the benefits and negatives to importing food.</u>	Year 3 I can learn about the types of settlements in modern Britain. I can describe and understand key aspects of physical geography including vegetation.	
<u>Lesson 5: Understanding seasonality and the effect it has on food availability</u>	Year 3 I can identify the different hemispheres, Tropics and the Equator and understand the significance. Year 4 I can identify the different hemispheres on a map and raise questions/make predictions on how I think life will be different in the two.	
<u>Lesson6 :</u> Understanding Fairtrade.	Year 3 I can use basic geographical vocabulary to refer to human geography including trade links. Year 4 I can reach reasoned and informed solutions and discuss the consequences for the future.	
<u>Assessment- Create an information Text about Food and Farming within the UK and further</u>		
Previous knowledge	Current Year	Future learning
Reception / 1 Local Study – children to visit the local area and observe the different types of land. Weather and Climate- Understand the different types of weather (links to farming)	I can explain the four stages of the farming process. I can discuss what the different types of farming are and the location of where these take place. I can identify where in the world our food comes from. I can consider the benefits and negative to importing food. I can understand the seasonality and the effect it has on food availability. I can talk about fairtrade.	Year 4 / 5 Brazil and Rio de Janeiro- Research Trade links between South East Brazil and the UK. Year 5 / 6 Oceans- understand the importance of the ocean in relation to trade links. Local Area- a trip to the local area (observe land use)



London VS Wigan

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Year 3 4		Term Summer 2	Subject Geography
National Curriculum Coverage	<ul style="list-style-type: none">• 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.• describe and understand key aspects of human geography• name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time		
Key Vocabulary	Geographical Terms & Processes- Population Land use Development Landmark Human features Physical features	Location Terms- North South East West	
Field Work-	A trip to Haigh Hall orienteering. Children will be using a map and a compass to support them.		

Key knowledge	Geographical Skills/Disciplinary knowledge
<u>Lesson 1: Identify countries in the UK, their cities and landmarks in each city.</u>	Year 3 I can identify cities in the UK Year 4 I can identify cities in the UK and identify which landmarks are in these cities.
<u>Lesson 2: Compare London and Wigan by studying land use.</u>	Year 3 I can use maps, atlases, globes and digital mapping to observe geographical features. Year 4 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
<u>Lesson 3: Compare London and Wigan by studying land use.</u>	Year 3 I can learn about the different types of settlements in modern Britain. Year 4 I can learn about the different types of settlements in modern Britain and explain this has occurred.
<u>Lesson 4: Explore the human characteristics and features in London.</u>	Year 3



	I can research a region in the UK and compare this to another. Consider hilly areas, sea level, cities. Year 4 I can understand geographical similarities and differences through studying the human and physical geography of two regions in the United Kingdom.	
<u>Lesson 5: Understand how the Tube system works/why it works well, and how it has developed over time.</u>	Year 3 I can observe and record the human and physical features of an area using different types of maps, plans and graphs, and digital technologies. Year 4 I can use fieldwork to observe measure and record the human and physical features in an area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
<u>Lesson 6: Haigh Hall Trip</u>	Year 3 I can use fieldwork to observe and record human and physical features. I can learn the 8 points of a compass. Year 4 I can use fieldwork to observe and record human and physical features. I can learn the 8 points of a compass and the four-figure grid reference.	
<u>Assessment: Comparison Wigan VS London. Children must include different types of living, land use and transport.</u>		
Previous knowledge	Current Year	Future learning
Reception/ Year 1 The UK – Locate the four countries in the Uk. Year 1 /2 – Study the human characteristics and features in Shanghai.	I can identify countries in the UK, their cities and landmarks in each city. I can compare London and Wigan. I can explore the human characteristics and features in London. I can understand how the Tube system works.why it works well and how it has developed over time. Field work trip- Haigh Hall	Year 5 /6 Local Area- Create an enquiry question about the local area and carry out an investigation.