

	Term 1	Term 2	Term 3
Unit of work	Volcanoes	Climate and Biomes	Maps (Local Area)
Link to Programme of study	<p><b><u>Locational knowledge:</u></b></p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>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 including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b><u>Skills - Pupils should:</u></b></p> <ul style="list-style-type: none"> <li>Understand and use subject specific vocabulary</li> <li>Use maps, atlases, globes &amp; digital/computer mapping to locate countries and describe the features studied.</li> <li>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (inc. use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</li> <li>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.</li> </ul>		
Composite knowledge	<p><b>How do volcanoes affect a place?</b> What happens in a volcanic eruption? How are volcanoes formed? Where in the world are volcanoes found?</p>	<p><b>How does climate affect a place and the way people live?</b> What is the climate in Europe? What is the climate in Polar regions? What is the climate near the equator? What are the main human and physical features of Europe?</p>	<p><b>What are the pros and cons of living in Edmonton?</b> What are the landmarks of Edmonton? Where is Edmonton in London/England/World? How do you use the 8 points on a compass? How can you use the grid reference to locate a landmark or symbol? How do you use a key to read a map?</p>
Intentional knowledge they need to understand (Component knowledge)	<p><b><u>Locational knowledge:</u></b> Where the fault lines are found <b><u>Human and physical geography:</u></b> How volcanoes affect living situations/human settlement <b><u>Skills and fieldwork:</u></b> Google maps/ Google Earth</p>	<p><b><u>Locational knowledge:</u></b> Capitals and flags of a selection of counties (trade with Britain?) <b><u>Human and physical geography:</u></b> Human and natural features/landmarks How does physical geography influence the climate around the world?</p>	<p><b><u>Locational knowledge:</u></b> Where is Edmonton? Where is London? <b><u>Human and physical geography:</u></b> Human and natural features/landmarks of Edmonton/London <b><u>Skills and fieldwork:</u></b></p>

		How does climate affect humans in different parts of the world? <b>Skills and fieldwork:</b> Research Map work	Google maps/Earth
Vocabulary	Tectonic plates, Inner/outer core, Mantle crust, Tectonic Plates, Mountain range, Earthquake, Volcano, Fault line, Ring of fire, Eruption/erupt, Volcanologist, magma, magma chamber, crater, vent/secondary vent, lava, volcanic ash, volcanic bombs, Pumice, Plaster casts, Pompeii, Pliny, Plinian volcano, Mt St Helens	Climate, Biomes, Gulf Stream, Currents, Savanna, Rainforests, Tundra, Equator, Latitude, Tropical, Polar, Temperate, seasons,	Compass, Directions, Key, Grid reference, Edmonton, London, England, United Kingdom, North, South, East, West
Links to prior knowledge	Year 3 – Longitude & Latitude, Earthquakes	Year 3 – Longitude & Latitude, Earthquakes	Key- links to prior unit on Climate & Biomes
Key knowledge for assessment	What happens in a volcanic eruption? How are volcanoes formed? Where in the world are volcanoes found?	What are the countries, flags and capitals of Europe? Where are they located on a map? What is the climate in Europe? What are the main human and physical features?	What are the landmarks of Edmonton? Where is Edmonton in London/England/World? How do you use the 8 points on a compass? How can you use the grid reference to locate a landmark or symbol? How do you use a key to read a map?
Cross-curricular links	History- Pompeii ICT- google maps/earth	Maths- negative numbers/temperatures Art- poster	Maths- compass points, grid references, key History- Local area- then and now
Oracy & Outdoor learning links	Some lessons planned for outdoor learning (1-2 lessons)	Scavenger hunt	Maps Walks in local area Trip to.... London?