

*Our Geography curriculum aims to encourage pupils to be curious about the world around them. It develops key geographical skills and provides pupils with the knowledge and understanding they need to be successful geographers. Our intention is to broaden their horizons through enquiry-based learning.*

*Inspiring and enabling our school community to live life to the full*



## GEOGRAPHY YEAR 4

**Global: All Around the World**

### Characteristics of an Effective Learner

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

#### **Prior Learning:**

- Children should already know the 4 points of the compass (years 1 and 2)
- Children will have learnt about co-ordinates in Maths
- Children should know about the Equator (Years 1 and 2 )
- Children should be able to tell the time using a 24hour clock
- Children are introduced to the terms latitude, longitude, equator, tropics and hemispheres in the autumn term of year 3.

#### **Key Vocabulary taught in this unit:**

Equator, Northern Hemisphere, Southern Hemisphere, Latitude, longitude, co-ordinates, Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica. Tropic of Cancer, Tropic of Capricorn, the tropics, tropical, climate. Prime Meridian, Greenwich Meridian, Greenwich Mean Time. Greenwich Mean Time, GMT, International Date Line, time zone.

#### **Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

**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).** Locate the equator on a map and globe. Locate the Northern and Southern Hemisphere on a map and globe. Find the North and South poles on a globe or map. Identify lines of latitude and longitude on a map. Identify the Arctic and the Antarctic circle on a map. Identify the location of the Tropic of Cancer and Capricorn. Identify differences between the UK and the Tropics. Identify the location of the Prime Meridian. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Explain **why** we need to have time zones. Explain **why** day and night occur. Tell you about a country on the prime meridian. Name some of the countries on the equator.

**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.** Locate countries on a globe and in an atlas: within the Northern and Southern hemisphere. Locate countries on the Equator, locating countries with tropical climates.

**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** Use maps, globes and atlases to locate significant lines of latitude and longitude. Locate countries within the arctic circle.

#### **Describe and understand key aspects of:**

**physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.** Children find out about tropical climates when looking at the tropic of cancer and Capricorn and compare it with the UK climate.

#### **Impact / Outcome:**

#### **What will the final product / result be?**

This 'All around the World' Unit allows children to take a closer look at where the countries of the world are located, and some of the ways geographers

describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.

**P4C Inquiry (where appropriate) n/a**