

Geography – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 4 Geography planning placed in context of long-term knowledge growth.

	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
Year 4 - Spain	<p>Is Spain simply a holiday destination?</p> <p>Outline locational Geography of Europe and the America's.</p> <p>Locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to a range of countries across the world.</p>	Location	<ul style="list-style-type: none"> - Locate Spain on a range of maps. - Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to a range of countries across the world. For example, discuss the polar regions studied in year 2 and why they are cold (further from the Equator etc) and why Spain is a warmer country. - Suggest where in the world an aerial photo or satellite image shows, explain reasons for their suggestion. For example, the aerial image shows this is Spain as we can see lots of hotels and beached areas. - Analyse evidence and draw conclusions. For example, make comparisons between locations using photos, pictures, temperatures, population. Compare inner city Madrid to rural Besalú, Catalonia (a typical medieval Spanish town with a population of 2467 people - 2018). 	<p>In Year 3, the children practised using 4 and 6 figure grid references whilst locating areas on a map. Children will develop this skill by using OS map symbols alongside the grid references. Previous geographical learning, from Year 1 to 3, has provided children with a wealth of knowledge about the countries within the UK. Children will now expand their knowledge and study Europe focusing on Spain in detail. Children will compare areas of the UK and Spain, allowing them to identify human and physical geographical similarities and differences. They will continue to study land use and settlement within Spain, as previously taught in Year 3. This year, they will develop this learning by considering why people make choices about where to live. They will collect and analyse data in order to do this, using a range of first and second-hand sources. Children will be focusing largely on drawing realistic conclusions about geographical questions they ask. In Year 3, children studied vegetation belts. Children will study climate zones and biomes too. A substantial focus on mountains will occur during the study of Spain. Children will consider how people both damage and improve the environment this year. However, they will expand their study by holding geographical debate through drama and role-play to discuss the viewpoints.</p>	<p><i>Geographical sources of evidence:</i></p> <p>Maps (e.g. local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, audio recordings, video recordings, films, published books, newspapers and magazine clippings, letters, fieldwork objects (e.g. weather vane, barometer), temperatures, population data, landmarks.</p> <p>Carry out e-learning.</p> <p>Collection and recording of</p>
	<p>Understand geographical similarities and differences through studying the human and physical geography of Spain. Compare to Wales.</p> <p>Physical features of Spain, including vegetation belts, rivers and mountains.</p> <p>Key human features, including types of settlement and land use and how they have changes over time. Provide explanations for the use of land.</p> <p>The importance of tourism in Spain and where tourists visit.</p>	Place	<ul style="list-style-type: none"> - Compare the areas studied in the UK to areas focussed on during this topic. Are both locations suffering from the effects of tourism? Erosion? Do they both have areas of lower population density? What features do the over-populated areas have which are similar? - Describe route and direction using 8 compass points (N, E, S, W, NW, NE, SW, SE) and link to degrees on a compass. Describe the route from Mexborough to Spain. What modes of travel would they use? How long would it take? - Plot the route on a map or globe, from Mexborough to Spain, identifying countries and/or significant landmarks that are passed. - Discuss changes over time to major cities in Spain (for example, Madrid, Valencia, Barcelona). All of these cities are suffering from the effects of erosion and damage due to tourism. - Explain why people are attracted to living in the cities and on the other hand, why some people may choose to live in the smaller villages. - Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for them. For example, why are several restaurants found on the seafront in Barcelona? - Use aerial images and maps to study the effects of tourism and over-population of the areas. - Provide a reasonable explanation for features in relation to location. For example, the hotels in the cities are bigger because there is more space, and they are in high demand. 		

	<p>The impact of people on the environment and how residents try to sustain environments.</p>	<p>Physical Geography</p>	<ul style="list-style-type: none"> - Study key physical features of Spain. (Including climate zones, biomes and vegetation belts, rivers, mountains) - Describe and compare different features of the physical geography in Spain, offering explanations for the location of some of these features. For example, it is a Mediterranean climate zone in Spain, characterised by hot, dry summers and mild, rainy winters. This makes farming harder to sustain in Spain than Wales. - Focus on different areas within Spain. Besalú (with the smallest population), Madrid (as the capital city) and Almeria (an intensive farming area). - Identify the mountains of Spain and locate on a map (Teide, Mulhacen, Aneto). Identify and discuss the mountain range of the Pyrenees and how this runs across Spain and France. - Identify the rivers of Spain and locate on a map. - Use aerial images and maps to locate and name geographical physical features on an OS map. Compare the changes over time. For example, the rates of erosion to the coast in Valencia. - Ask and answer geographical questions about the physical characteristics of Spain. For example, why has the coastline in Valencia diminished by some 50m since 1984? - Describe how physical processes have changed the characteristics of Spain's landscape and how it has affected the lives and activities of the residents. For example, residents of Madrid may consider the tourists to be a hindrance. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of locations in Spain. - Discuss how Spain has capitalised from their physical features. For example, it is very warm in the summer, so they attract lots of tourists from colder countries. - Describe and explain how the climate of Spain is linked to the distribution of natural resources and tourism. They have an abundance of minerals including lead, uranium and iron ore. They also farm plenty of fruit and vegetables for distribution to other countries. 	<p>In Year 5, the children will expand their locational knowledge by learning about the Americas. They will intensively focus on adverse weather during their North America topic.</p>	<p>evidence: showing questionnaire results in a simple chart or colour coded maps which demonstrate patterns.</p> <p>Use the 8 points and link to degrees on a compass.</p> <p>Use 4 and 6 figure grid references.</p> <p>More accurate observational skills, maps and keys, compass directions and locational language.</p>
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		<p style="text-align: center; color: red;">Sustainability</p>	<p>How do people both damage and improve the environment? Compare their findings from answering the question last year about Wales, to what they find this year regarding Spain. Children are to use their knowledge of location, place and geographical features to answer the question. For example, over population and tourist activity is contributing to the increased rates of erosion in Barcelona. However, the tourism industry provides work and increased demand for the businesses that are located there. Discuss the Covid-19 pandemic, how did the lack of tourism affect the Spanish economy and businesses? They are to hold geographical debate through drama and role-play to discuss the viewpoints. Children are to identify and explain how residents try to sustain environments, consider the different viewpoints of other people as well as their own. What are they putting in place within tourist areas to reduce the negative effects of tourist activity?</p>		

Optional links to the history topic:

Year 4 - Egyptians	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
	Location of Egypt.	Location Place Physical Geography Human Geography Sustainability	<ul style="list-style-type: none"> - Identify the location of Egypt and the Egyptian settlements on a map and globe. - Discuss the seas and oceans which surround Egypt. - Locate the trade routes used by the Egyptians. Plot journeys on a map/globe. - Analyse evidence and draw conclusions. For example, make comparisons between locations using maps. The vegetation belts within Egypt and the UK could be analysed, for example. - Discuss the location of the Pyramids. Identify them as a wonder of the world and what this means for tourism today. - Identify the location of the River Nile and the importance of it for the Egyptians. - Identify and discuss the changes the Egyptians brought to Britain, both at the time and over time. - Discuss the dependence the Egyptians had on the River Nile. - Identify and discuss the changes the Egyptians brought to Britain, both at the time and over time. For example, the influence the pyramid form still has on modern architecture. 	During this History topic, children will expand upon their previously acquired knowledge to support their understanding of the Egyptians. From Year 1 to 4, children have been developing their locational and place knowledge. They are aware of the location of countries within Europe and the Oceans and Seas which surround them. The pupils will also acquire new knowledge whilst combining geographical learning with their history topic.	<i>Geographical sources of evidence:</i> Maps (e.g. local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, audio recordings, video recordings, films, published books, newspapers and magazine clippings, letters. -Carry out e-learning. -Use the 8 compass points. -More accurate observational skills, maps and keys, compass directions and locational language.
	Location of trade routes.				
	Geographical similarities and differences between the Egyptian and current lifestyles.				
	Egyptian influence on life today – geographical and human features.				
	Location of the great archaeological investigations of ancient Egypt. Howard Carter and the tomb of Tutankhamen.				
Location of the ancient pyramids.					

Year 4 – The Tudors	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
	Tudor influence on life today – geographical and human features.	Location Place Physical Geography Human Geography Sustainability	<ul style="list-style-type: none"> - Identify the location of England where the Tudors reigned. - Discuss the seas and oceans which surround England. - Identify trade routes. Discuss merchants, the woollen trade, and the spice trade. - Discuss and locate the establishment of American colonies. - Analyse evidence and draw conclusions. For example, make comparisons between locations using maps. - Identify the location of the River Nile and the importance of it for the Egyptians. - Identify and discuss the changes the Egyptians brought to Britain, both at the time and over time. - Discuss the dependence the Tudors had on the River Thames. - Identify and discuss the changes the Tudors brought to Britain, both at the time and over time. For example, the reformation of the Church. They visually changed. 	During this History topic, children will expand upon their previously acquired knowledge to support their understanding of the Tudors. From Year 1 to 4, children have been developing their locational and place knowledge. They are aware of the location of countries within Europe and the Oceans and Seas which surround them. The pupils will also acquire new knowledge whilst combining geographical learning with their history topic.	<i>Geographical sources of evidence:</i> Maps (e.g. local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, audio recordings, video recordings, films, published books, newspapers and magazine clippings, letters. -Carry out e-learning. -Use the 8 compass points. -More accurate observational skills, maps and keys, compass directions and locational language.
	Discuss who the Tudors fought and why.				
	Location of trade routes and why trade was important.				
	The wool trade and how it supported the English economy.				