

## LSP Geography Curriculum Overview: Year 4

Phase/ Year Group	Geography Unit	Prior Learning	Geographical Knowledge: Key Questions	Vocabulary	Geographical Concepts and Skills	Enrichment and Engagement activities
4	Rivers	<p>Using simple atlas, globe and maps</p> <p>Science (Rocks) Igneous, sedimentary, metamorphic.</p> <p>UK countries and seas.</p>	<p><b>NC:</b></p> <ul style="list-style-type: none"> <li>– <b>Describe and understand key aspects of rivers.</b></li> <li>– <b>Use four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider World.</b></li> <li>– <b>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.</b></li> </ul> <ul style="list-style-type: none"> <li>– Where do river begin and end?</li> <li>– Why do rivers have bends and waterfalls?</li> <li>– How do rivers never run out of water?</li> <li>– Can you use an Atlas to find the five longest UK/World Rivers?</li> <li>– Use an OS map and pictures of the river to map a river from source to mouth. Ask children to provide evidence from maps and pictures.</li> </ul>	<p>River</p> <p>Source</p> <p>Confluence</p> <p>Tributary</p> <p>Estuary</p> <p>Mouth</p> <p>Waterfall</p> <p>Mountain</p> <p>Sea</p> <p>Water cycle</p> <p>Erosion</p> <p>Landscape</p> <p>Narrow</p> <p>Wide</p> <p>River bed</p> <p>Turbulent</p> <p>Calm</p> <p>Tidal</p> <p>Upper course</p> <p>Middle course</p> <p>Lower course</p> <p>Precipitation</p> <p>Vegetation</p> <p>Transports</p> <p>Deposits/deposition</p> <p>v-shaped valley</p> <p>energy</p> <p>transport</p>	<p>Using a globe, atlas and map</p> <p>Ask enquiring questions</p> <p>Taking geographical measurements and communicating them</p>	<p>River field study</p> <p>Follow a river from Source to mouth on a map.</p> <p>Compare to Digital images-can you see the river widening?</p> <p>Water cycle</p> <p>Compare length of major rivers around the World.</p> <p>Effects of flooding-opportunity for local study.</p> <p>Compare rivers of the World.</p> <p>Graph the length of rivers or data collected from fieldwork.</p> <p>Follow the journey of a river-draw and annotate.</p> <p>Create 3 D model of a river system.</p>

						Show pictures of the same river at different times in its journey.
4	Italy		<p><b>NC:</b></p> <ul style="list-style-type: none"> <li>– <b>Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country.</b></li> <li>– <b>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</b></li> <li>– Where is Italy and locate the main topographical features.</li> <li>– What is the climate like in Italy?</li> <li>– What is a region?</li> <li>– Pupils to consider why Italy is divided into different regions and what the different regions are?</li> <li>– What are the special features of the following cities: Rome, Venice, Naples, Palermo, Milan, Aosta and Florence?</li> <li>– How do these cities compare to cities in the UK?</li> </ul>	Mountains Rivers Volcano Beach Coast Cliff City Rome Alps Mount Vesuvius climate Region	Using an atlas and map  Asking enquiry questions  Analysing and comparing from evidence	Create videos about Italy.  Graph the climate, rainfall, temperature.  Create a tourist guide for a city or region.  Plan a route around the country visiting a city, the mountains, the coast and a volcano.  Draw a map of Italy using a colour-coded key.  Class visit from an Italian.  Contact an Italian school and send messages.  Write to the Italian embassy-they send promotional materials back such as posters.