



Claremont Primary and Nursery School Geography Curriculum

Year 4: Mighty Mountains – What is the difference between a hill and a mountain?

NC link: Locational Knowledge and Human and physical geography

Objectives:

- Be able to explain how mountains are formed
- Be able to name and locate mountains in the UK
- Know the name of and be able to locate a number of the world's highest mountains (Everest, K2, Kangchenjunga, Chimborazo, Mauna Kea)
- Know and be able to name the five main mountain types
- Use maps and atlases to research countries and mountains in the world

Substantive Knowledge:

- Know the names of and locate at least eight European countries
- Know the names of and locate at least eight major capital cities across the world
- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
- Mountain regions are formed by the movement of tectonic plates over millions of years and that they are still moving.
- There are different mountain regions in the UK e.g. Snowdon and Ben Nevis.
- There are different regions of mountains from around the world e.g. Himalayas, the Alps and the Rocky Mountains and these are located on different continents
- Know the names of a number of the world's highest mountains
- Know that a mountain is a natural elevation of the Earth's surface rising to a summit
- Name and locate significant mountain ranges in the UK and the world
- Understand how mountains are formed and name the five mountain types: fold, fault-block, volcanic, dome and plateau

Disciplinary knowledge (Think like a geographer):

- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
- Distinguish between the Northern and Southern hemisphere on both a world map and a globe
- Appreciate that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.
- Recognise how human and physical geographical features change over time

Key Vocabulary:

mountain, peak, mountain region, fold, fault-block, volcanic, dome and plateau, Himalayas, Alps, Rocky Mountains



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Year 4: How has Nottingham changed over time – How have settlements in Nottingham changed over time?

NC link: Locational knowledge and Human and Physical Geography

Objectives:

- Be able to name different land use patterns in the UK
- Be able to understand different types of human settlement and land use
- Be able to describe the main land uses with urban areas
- Be able to identify the key characteristics of rural areas
- Be able to understand and use four-figure grid references to locate areas of land use on a map

Substantive Knowledge:

- Know that land is used in different ways in our local area. This will include residential, retail, industrial and recreational
- Know how Nottingham has changed over time due to the change in land use
- Understand that with the development of new homes, roads and railways, settlements can change over time
- Use maps of local streets and buildings to compare how they have changed over time
- Know the types of settlements: hamlet, village, town, city

Disciplinary knowledge (Think like a geographer):

- Understand how ideal settlements may have changed over time
- Plan a journey within the UK, using a road map
- Make a model to show part of the local area, e.g. parks, shopping precinct, etc.
- Understand how to use four-figure grid references
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Key Vocabulary:

street view, aerial view, landmarks, directions, compass, symbols, trundle wheel, tape measure, features, local area, urban, rural, landscape, statistics, town, cities, grid reference, agriculture, farming



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Year 4: Castaway – How does a river change on its journey from source to mouth?

NC link: Human and physical geography and Skills and Fieldwork

Objectives:

- Be able to explain the stages of the water cycle
- Be able to name some of the processes within the water cycle that are associated with rivers and mountains
- Be able to name and locate rivers in the UK
- Know the name of and be able to locate a number of the world's longest rivers (Nile, Amazon, Yangtze, Mississippi)
- Know and be able to label the main features of a river
- Be able to make a map of a short route with features in the correct order and in the correct places
- Be able to carry out fieldwork in a group by selecting appropriate techniques
- Be able to present information gathered in fieldwork using simple graphs

Substantive Knowledge:

- Name and locate the UK's seas and main rivers and use maps to identify which seas rivers flow into
- Identify physical and human features along the River Trent
- Understand how rivers transport materials – solution, suspension, saltation and traction
- Know different types of soil (clay, sandy, silty and loamy) and their properties
- Label and sequence the stages of a river and their characteristics – upper, middle and lower course
- Understand the causes and consequences of flooding
- Describe the three states of matter and know the main events in the water cycle

Disciplinary knowledge (Think like a geographer):

- Use systematic sampling and data collecting as part of fieldwork activity to measure the speed of the water (using Pooh sticks) at different points along the river
- Create a report after a fieldwork activity that focuses on geographical features observed

Key Vocabulary:

Precipitation, water cycle, evaporation, condensation, sun, run off, spring, source, underground, lake, bog, downstream, gravity, erosion, meander, basin, river bed, estuary, stream, river, mouth, gauges, valley, canyon, Yangtze, Nile, Amazon, Thames, Ganges, Severn, Mississippi, Volga, tributary, transportation, development, monitored



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Year 4: Egyptian escapades - How does life in Egypt compare with life in Nottingham?

NC link: Place knowledge

Objectives:

- Be able to know the names of and locate at least five African countries (including Egypt, Nigeria, Ghana, Kenya)
- Be able to locate Egypt on a map
- Be able to know some similarities and differences between Nottingham and Egypt
- Be able to use maps, atlases and computer mapping to locate African countries and their capitals

Substantive Knowledge:

- Know that Africa is made up of several different countries
- Know at least five differences between living in the UK and an African country (Egypt)
- Know that climate and physical features has an important part to play when considering where and how people live
- Understand the positive and negative effects of tourism in Egypt
- Maps and atlases can be used to locate places in the world

Disciplinary knowledge (Think like a geographer):

- Compare and contrast two regions that are very different (UK and Egypt)
- Begin to appreciate why physical and human features will be different in these places
- Use measurements, such as temperature, height, distance and length of daylight to compare two places (Nottingham and Egypt) following changes in both across different months.

Key Vocabulary:

Africa, Egypt, maps, atlases, regions, country