

**Y4 Geography Curriculum Recovery Plan**

<p><b>EYFS Framework</b></p> <p><b>Understanding the World</b></p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
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<b>National Curriculum Requirements</b>	
<u>KS1</u>	<u>KS2</u>
<p>Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> <li>● the world</li> <li>● the United Kingdom</li> <li>● their locality</li> </ul> <p>They should –</p> <ul style="list-style-type: none"> <li>● understand basic subject-specific vocabulary relating to human and physical geography</li> <li>● begin to use geographical skills, including first-hand observation, to enhance their local awareness</li> </ul>	<p>Pupils should –</p> <ul style="list-style-type: none"> <li>● extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America</li> <li>● this will include the location of a range of the world’s most significant human and physical features</li> </ul> <p>They should –</p> <ul style="list-style-type: none"> <li>● Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> </ul>

<b>Geography National Curriculum Strands</b>			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork

Each aspect (key knowledge and skill) of the William Patten geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by \*\* to indicate the multiple strands.

Year 3

KS2 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 Week 1 & 2	Spring 1 Week 3	Summer 1 Week 2 and 3
	Topic	UK (Informed by Planit Geography Scheme Unit)	Europe	South America and Rio de Janeiro
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Can 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>Can 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>Can 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>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands key aspects of 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>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map</li> <li>Knows what defines a city as opposed to a town (i.e. cities must have a cathedral) * *</li> <li>Can name significant rivers of the UK and the seas that some rivers flow into</li> <li>Knows and can name some of the mountain regions in the UK</li> <li>Knows that the Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames and can describe some of the ways that London has changed since AD43</li> <li>Knows and can describe how the UK population has changed over time</li> <li>Knows where some immigrants to the UK migrated from, within an historical context.</li> <li>Knows how to find specific information from an atlas (page numbers and compass rose and index)</li> <li>Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.</li> </ul>	<ul style="list-style-type: none"> <li>Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia)</li> <li>To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity.</li> <li>To know significant environmental regions and their physical characteristics ( eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucasus)</li> <li>To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral).</li> <li>To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan)</li> <li>To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent.</li> <li>To know that the single market makes trade between European countries easier (<a href="https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states">https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states</a>) and that trade within the single market can involve countries beyond Europe (for example, Canada).</li> </ul> <p style="text-align: center;">Identified Compromised Content</p>	<ul style="list-style-type: none"> <li>There are 12 countries in South America and almost 400 million people live there.</li> <li>Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.</li> <li>South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world.</li> <li>The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world.</li> <li>Sao Paulo is the largest city with more than 20 million people living there.</li> <li>Spanish is the most popular language in South America even though Brazilians speak Portuguese.</li> <li>The Incas were the largest group of indigenous people in South America when the Europeans arrived.</li> <li>Rio De Janeiro was discovered by the Portuguese on 22nd April 1500</li> <li>The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain</li> <li>Sugarloaf Mountain is one of the most famous natural landmarks. The top can be reached by cable car.</li> <li>Copacabana Beach is one of the most famous and beautiful beaches in the world. It is 4km long.</li> <li>Maracana Stadium was named after the Rio Marcana, a river in Rio de Janeiro. Many famous football players have played there.</li> <li>Rio de Janeiro is famous for its three-day carnival. During that time, Rio is filled with dancing, music, singing and lots of street parades showcasing colourful costumed dancers performing the samba.</li> </ul>	
	<p><b>Cross Curricular Links</b></p> <ul style="list-style-type: none"> <li>Maths: Coordinates</li> <li>Computing curriculum- Researching a coastal area in the UK and creating a presentation to share with peers.</li> <li>History: Context for population changes.</li> </ul>	<ul style="list-style-type: none"> <li>History link WW2</li> <li>Science- rationing</li> <li>PSHE – living in Europe</li> </ul>	<ul style="list-style-type: none"> <li>Literacy: Factual information leaflet on Rio De Janeiro</li> <li>MFL: Spanish speaking countries</li> </ul>	
<p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 point compass points to describe a location relative to another place.</li> <li>Use a legend to find areas of higher ground on a map</li> <li>use the eight points of a compass</li> <li>Interpret symbols and keys to develop knowledge of the United Kingdom</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>	<ul style="list-style-type: none"> <li>Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images.</li> <li>Use an atlas to identify national flags and support understanding what each flag represents.</li> <li>Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.</li> </ul> <p style="text-align: center;">Identified Compromised Content</p>	<ul style="list-style-type: none"> <li>Use an atlas to identify countries, states and regions of geographical interest.</li> <li>understand the necessity of a key and use this to help read maps of increasing complexity.</li> <li>Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied.</li> <li>Understands how aspects of the human and physical features of Rio are similar and different to London and the wider UK.</li> </ul>	
<b>School Context</b>				
<ul style="list-style-type: none"> <li>Children describe routes to locate areas from our school using the compass rose?</li> <li>Be able to name some of the places in London that make it a capital city. (understanding what London has to offer people around the world)(cultural links).</li> </ul>	<ul style="list-style-type: none"> <li>Children to make connections with personal travels / family living in Europe.</li> <li>Compare climate and weather changes.</li> </ul>	<ul style="list-style-type: none"> <li>Children relate landmarks and regions to own experiences for comparison (eg docklands cable cart, seaside visits)</li> <li>Link learning to Hispanic Week</li> <li>Portuguese timetabled as Language of the Month</li> </ul>		

Year 4 2021-22				
KS2 Knowledge End Points: Locational Knowledge	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 Weeks 1 & 2	Spring 2 Week 4 and 5	Summer 2 Week 5
	Topic	Counties	Settlements - Spain	North America
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Can 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>Can 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>Can 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>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands key aspects of 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>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>The United Kingdom is divided into regions called counties (there are 48 in England).</li> <li>Knows and can name the home counties (and consider Kent as the location of the Y6 residential)</li> <li>Population and topographical features for Suffolk (natural formations: hills and mountains, rivers, lakes, valleys and coastline and manmade features: roads, dams and cities). <i>children will know the meanings of these words and learn where and how these are measured so that they can research them for their chosen county</i></li> <li>Chosen County specific knowledge (as above)</li> <li>That the human and physical features of Suffolk vary and correlate with other geographical features (such as population/topography) to inform focus of own research.</li> </ul>	<p><b>Recovery Content:</b></p> <ul style="list-style-type: none"> <li>Children will need to be shown a map of Europe at the start of this topic. They will need to use this to familiarise themselves with the countries and capital cities from the Y3 PoS.</li> <li>Children will need to see pictures of some of the famous landmarks of these countries, as well as the significant geographical features of Europe specified in the Y3 PoS.</li> <li>Children will need to see a time zones map and understand that time varies across Europe, before they consider the difference of time between London and Madrid to begin their focussed studies of Spain and Madrid.</li> </ul> <ul style="list-style-type: none"> <li>Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar.</li> <li>The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France.</li> <li>Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'.</li> <li>Autonomous communities have their own regional government, flag and capital city. There are 17 altogether.</li> <li>Spain has three climates. It grows different crops in each one.</li> <li>Spain's cities contain important architectural buildings such as the narrow ancient streets of Toledo, Gaudi's Park Guell in Barcelona, La Sagrada Familia cathedral.</li> <li>Traditional dance is called flamenco and a traditional meal to be shared is paella.</li> <li>Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain</li> <li>Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters</li> <li>To know some of the significant places in Madrid and where these are in relation to each other using 8 point compass directions (to include - the Royal palace, Parque del Retiro, Josep Tarradellas (Madrid partner school) and Museo Nacional Centro de Arte Reina Sofia, a modern art museum housing famous works by Pablo Picasso)</li> <li>To know some of the features of Madrid's Manzanares river and how these compare to those of the Thames.</li> </ul>	<p><b>Recovery Content:</b></p> <ul style="list-style-type: none"> <li>Children will need to show that they can independently find Europe on a map of the world or globe, and then use this as a point of reference for finding North America.</li> </ul> <ul style="list-style-type: none"> <li>There are 23 countries in North America, with Canada being the biggest. Some geographical areas in North America belong to European countries.</li> <li>Knows and is able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America</li> <li>There are 50 states in the USA</li> <li>Mexico City is the largest city with more than 9 million people living there.</li> <li>Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.</li> <li>Greenland is not only the biggest island in North America but also in the world (it is an autonomous territory of the Kingdom of Denmark).</li> <li>The Missouri River is the longest in North America and flows through seven US states.</li> <li>The Grand Canyon is a unique geographical feature in the USA and hosts more than one biome.</li> <li>Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.</li> <li>Montserrat is a British Overseas Territory in the Caribbean. It hosts many volcanoes. Following a volcanic eruption, many islanders migrated to Stoke Newington.</li> <li>Panama is a country in Central America. Its canal is an important trade route that links Atlantic and Pacific Oceans.</li> </ul>	
		<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>Computing: Research on ipads</li> <li>Literacy: County Fact File</li> </ul>	<ul style="list-style-type: none"> <li>Spanish lessons incorporating locational and cultural focusses</li> <li>Reading: Lessons on non-fiction Spanish-related texts.</li> <li>Computing: ipads for google maps and atlases</li> </ul>
<p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>Research, find and organise facts about a county into an information leaflet, including headings, sub-headings, planning layout to include graphics; prioritising facts on information value</li> <li>Self-directed research on ipads to examine layout of leaflets and using websites including Local tourism for Suffolk, National Geographic, Suffolk County Council website cross referenced with atlases and encyclopaedias</li> <li>Presentation skills - based on research, delivering a persuasive presentation on visiting Suffolk (Cross curricular IT skills using Powerpoint)</li> </ul>	<p><b>Recovery content:</b></p> <ul style="list-style-type: none"> <li>Children will need to use an atlas to find the flag of Madrid and will also need to use this as an opportunity to find out and compare this to other European flags.</li> <li>Distinguish between physical and human geography in Madrid and London using photographs, short films (from Madrid school) and maps</li> <li>Used geographical vocabulary to describe the physical attributes of an area.</li> <li>Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions.</li> <li>Populate a comparison table to show differences and similarities between the UK and Spain</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon).</li> <li>To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA.</li> <li>to identify the flags of countries in North America using an atlas.</li> <li>To locate the Panama Canal on a map and identify its significance to trade to the rest of the world.</li> </ul>	
			<b>School Context</b>	

	<ul style="list-style-type: none"><li>● Contextual location of the school/local area within the wider country</li><li>● Recognising similarities and differences between local area and other parts of the country</li><li>● Location of Kench Hill Centre (Y6 Residential) in Kent</li></ul>	<ul style="list-style-type: none"><li>● Children use correspondence with Madrid school to share information about the Thames and Manzanares River.</li><li>● Use dissemination resources of staff visit to Madrid landmarks as part of Erasmus+ funding</li></ul>	<ul style="list-style-type: none"><li>● Make human geographical links between Stoke Newington and Montserrat, exploring political connections and reasons for migration and differences in physical geography between the two locations.</li></ul>
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