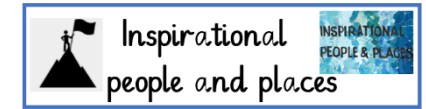


Enquiry question/ Concept

## Why do people live near volcanoes? (European Case Study)

Geog Your Memory =

- The distribution and features of polar, temperate and tropical climates
- How climate determines the environments and landscapes in Tropical Rain Forests and Hot and Cold Deserts
- How environments all around the world, including their own locality, offer advantages and disadvantages to those who live there
- The difference between physical and human processes and features
- What natural resources are and what economic activity involves
- About trade and how countries import and export goods and services



Curriculum Content	Skills	Vocabulary
<p><b>Locational knowledge</b> The countries (including the location of Russia), major cities and key physical and human geography of Europe; 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;</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country;</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: Physical geography including climate zones and volcanoes;</p>	<p><b>1. Where does Saethor take his dog Tiry for a walk every day?</b> <b>Identify, recognise and describe</b>, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day</p> <p><b>2. Where do Saethor and Tiry live?</b> <b>Identify, describe and compare and contrast</b> the countries of Europe</p> <p><b>3. How do geographers describe the Westman Islands?</b> <b>Recognise, describe and explain</b> the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular</p> <p><b>4. How does the physical and human geography of Hiemaey compare with the area in which I live?</b> <b>Compare and contrast</b>, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region</p> <p><b>5. Why are there so few trees on Hiemaey?</b> <b>Explain</b> and reach a <b>judgement</b> using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey</p> <p><b>6. Why are there volcanoes on Hiemaey?</b></p>	<p>Volcano Plate tectonic Trade Economy Settlement Farming Tourism Geothermal Lava Ash cloud Minerals Crater Core Crust Plate boundary Natural resources Economic activity Tourism Geothermal</p>





# St. Katharine's Primary School Geography Progression Pathway Year 4

<p>Human geography including economic activity and trade links, and the distribution of natural resources including energy</p> <p><b>Geographical skills</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Explain</b> how volcanoes form, <b>observe</b> the global pattern of volcanoes correctly and suggest plausible geographical <b>reasons</b> for this distribution</p> <p>7. How were the people of Hiemaey affected when Eldfell erupted? <b>Understand</b> the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails</p> <p>8. Why do the people of Hiemaey go on living next to an active volcano? <b>Understand</b> the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails</p> <p>Home learning opportunity – <b>Why is Iceland an inspirational place to people all over the world?</b> <b>Identify and explain</b> why Iceland is an inspirational place to people all over the world.</p> <p><b>Challenge –</b> Understand why the distribution of earthquakes, mountains and volcanoes around the world is very similar</p>	<p>Archipelago Evacuation</p>
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Inspirational people and places

INSPIRATIONAL PEOPLE & PLACES

Iceland – a World Heritage Site





# St. Katharine's Primary School Geography Progression Pathway Year 4

Enquiry question/ Concept

What is Brazil really like? (South American case study)



Geog Your Memory =

- The distribution and features of polar, temperate and tropical climates
- How climate determines the environments and landscapes in Tropical Rain Forests and Hot and Cold Deserts



## Curriculum Content

**Place and locational knowledge**  
understand 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

### Human and physical geography

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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

### Fieldwork and map skills

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## Skills

1. Where is Brazil and what are the main human and physical features of the country?

**Locate** Brazil on a world map and **reinforce** Equator, Northern and Southern Hemisphere.

**Identify** main cities/towns, land uses, mountains, rivers and rainforests. Use 4/8 compass points.

2. What type of biomes do you find in Brazil? Is it just rainforests?

**Identify** the climate, the habitats, the plant and animal types in Brazil using a range photographs. Discuss the diversity of Brazil.

3. How does the climate differ compare to Southbourne?

**Compare and contrast** temperature and rainfall data between main cities in Brazil and Southbourne.

4. Why do people in Brazil want to move to the South?

**To identify and explain** why so many Brazilians want to move from the North to the South of the country.

5. Why is Rio De Janeiro known as the city of two halves?

**Discuss** distribution of wealth in the city. Demonstrate understanding as to why Rio known as a city of two halves? **Explain** life in the favelas and evaluate how life could be improved. Compare way of life in Rochina and Barra di Tijuca.

6. What are the main human and physical features of Rio de Janeiro?

Use Google Earth and a range of photos and maps to **identify** the features of Rio de Janeiro. **Identify** the physical and human features of the area.

## Vocabulary

Equator  
Northern/southern hemisphere,  
Latitude  
Longitude  
The Tropics of Cancer and Capricorn,  
Arctic and Antarctic Circle,  
Favelas  
Rio de Janeiro  
Amazon  
Similarities  
Differences  
Economic trade  
Fair trade  
Habitat  
Poverty  
Deforestation





# St. Katharine's Primary School Geography Progression Pathway Year 4

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

## 7. How diverse is Brazil?

In groups, **demonstrate understanding** of Brazil by designing a poster to advertise people to come and visit. City escape, beach resort, wildlife and natural wonders or rainforest guide.

### Fieldwork -

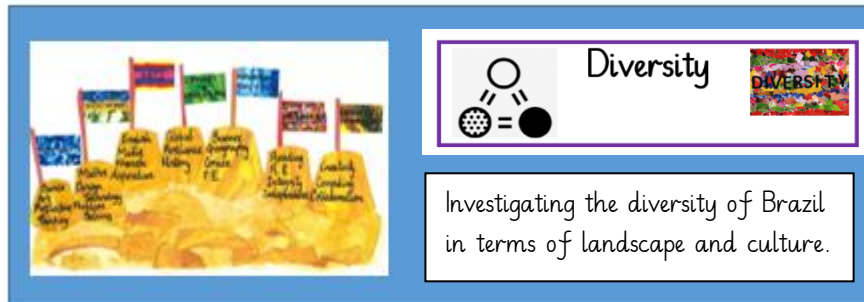
**Identify and explain** why trees are important in our school grounds.

### Home learning opportunity – Why do so many people all over the world come and visit Rio De Janerio?

**Investigate** an aspect about Rio De Janerio , such as famous landmarks, sports and sporting venues, location, coastline and **explain** why people from all over the world come and visit. .

### Challenge -

Compare life in Rio de Janerio with life in Heimay, Iceland.






# St. Katharine's Primary School Geography Progression Pathway Year 4

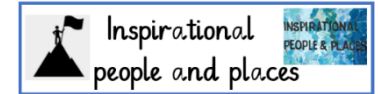
Enquiry question/ Concept

## Why does Sylvia have the largest collection of plastic bath ducks in the world?



Geog your Memory =

- The names and location of the world's oceans
- That Great Britain is an island with a very long coastline
- The physical features of coastlines
- How important container ships are for transporting cargo globally
- About what trade involves and how Fairtrade is different
- Some of the causes and effects of global warming and climate change



Curriculum Content

Skills

Vocabulary

**Place and locational knowledge**

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

**Fieldwork and map skills**

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

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.

1: **What does an oceanographer do?**

**Describe** what an oceanographer is and be able to **identify and locate** the five major oceans of the world together with the world's largest expanses of sea and explain the difference between the two

2: **Who is Moby Duck and what happened to him on January 29th 1992?**

**Describe and explain** what happened to the cargo of plastic ducks lost from a ship in the middle of the Pacific Ocean in 1992 and identify and locate accurately on a world map the places around the world where they have washed up in the intervening years – **offer reasons and judgements** for the pattern observed

3: **What have oceanographers such as Sylvia learned from chasing plastic ducks around the world since 1992?**

**Demonstrate understanding** through comprehension, recall and explanation of what ocean gyres are and how their action helps to create areas of waste accumulation known as ocean garbage patches; Evaluate the advantages and disadvantages of plastic as an incredibly versatile and widely used material and **compare and contrast** these with the negative environmental impact that they can have;

4: **How can we reduce the amount of single use plastic we consume?**

**Describe** the main uses of single-use plastic in everyday life and **identify and evaluate** the potential benefits of more sustainable alternatives;

5: **Fieldwork -How do geographers estimate how many plastic items there are on a typical beach?**

Beach  
Coast  
Global warming  
Plastic  
Pollution  
Human impact  
Marine wildlife  
Environmental change  
Erosion  
Gyres  
Oceanographer  
Pacific  
Garbage Patch  
Sustainable  
Currents





# St. Katharine's Primary School Geography Progression Pathway Year 4

	<p>Explain how to carry out a survey of a beach strandline to estimate the number of microplastics present  Record and present their observations graphically  Evaluate and reach a judgement about the validity and trustworthiness of their results</p> <p>6. How is our local beach changing over time?  Explain how the local beach is changing using Digimaps and to offer reasons why this might be the case.</p> <p>Home Learning Opportunity – How can we make a difference in protecting our local beach?  Demonstrate understanding different ways in which we can help to protect our local beach (design a poster)</p> <p>Challenge - Understand the importance of oceans and seas as a means of sequestering or capturing carbon and consequently helping to mitigate some of the impacts of climate change</p>	
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**Environment**

Investigating the problem of plastic in our oceans and what can be done to prevent it.



**Inspirational people and places**

Sylvia Earle, a world famous oceanographer.

