| Geography<br>Year 4 Long Term Plan | | | |
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| **Themes (Number of weeks/Term)** | **Autumn 1**<br>**Coasts** | **Spring 1**<br>**The Americas** | **Summer 2**<br>**Earthquakes and volcanoes** |
| **NC Content/Coverage** | Key topographical features.<br>Human-environment interaction: harbour/port, pier, promenade, and lighthouse. | The location of North and South America.<br>Key countries and cities.<br>Physical and human geography of North and South America | Volcanoes and earthquakes: why/how they occur, features, locations and impact. |
| **Substantive Knowledge/skills**<br>Locational Knowledge<br>Place Knowledge<br>Human and Physical Geography | **Locational Knowledge**<br>● I can use an atlas to locate the UK and seaside/coastal places including, where possible, those they have visited.<br>**Human and Physical Geography**<br>● I can describe what a coast is<br>● I can name and describe key physical features of coasts, such as bays, headlands, beaches, cliffs, mudflats, dunes, and islands.<br>● I can describe how waves, weathering, erosion (creating caves, arches, stacks) and deposition (forming beaches, spits, dunes) shape coastlines.<br>● I can locate and describe some human and physical characteristics of specific British seaside locations<br>● I can use simple geographical vocabulary to describe significant physical features of coasts and talk about how they change<br>● I can explain how people use coasts (tourism, distinct climatic conditions, flora and fauna, ports, fishing) and features like harbours, piers, and lighthouses, including coastal management. | **Locational Knowledge**<br>● I can locate the continents of North and South America on a map.<br>● I can locate some countries and cities (e.g. New York, Mexico City, Rio, Washington DC, Los Angeles, Toronto, Lima, Buenos Aires) in North and South America on a map or atlas.<br>● I can name the continents<br>● I know that North and South America are continents with countries within them.<br>● I can name some key countries within North and South America<br>**Place Knowledge**<br>● I can name key cities within North and South American countries.<br>● I can explain what a state is in the USA<br>**Human and Physical Geography**<br>● I can describe and explain the varying climates and biomes across both Americas e.g. Chile in S America and Canada in N America.<br>● I can offer explanations for the similarities and differences between some regions in North or South America. | **Locational Knowledge**<br>● I can name and locate some key mountain ranges on a world map<br>● I can locate areas where earthquakes have occurred including those that have occurred recently<br>● I can name and locate some areas where recent volcanic eruptions have occurred<br>● I can name and locate a number of the countries within the Pacific Ring of Fire<br>**Human and Physical Geography**<br>● I can describe and explain some features of a mountain<br>● I can describe how earthquakes occur<br>● I can explain some ways in which earthquakes can cause significant damage on the Earth's surface<br>● I can explain how to stay safe during an earthquake<br>● I can describe the impact of earthquakes on those living in affected regions<br>● I can describe and explain what a volcano is and what happens during an eruption.<br>● I can label the features of a volcano.<br>● I can describe how a volcanic eruption happens and the effect this might have on people's lives |

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| | • I can describe some of the ways in which coasts change due to natural forces and human actions, using examples such as Spurn Point.<br>• I can describe some advantages and disadvantages of living in hazard-prone coastal areas<br>• I can explain how physical processes (e.g. erosion, weathering, deposition) shape coastlines.<br>• I can use information and examples to explain how coasts are used and how people are affected by coastal change.<br>**Place Knowledge**<br>• I can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.<br>• I can describe several physical and human features of a UK coastal settlement | • I can describe some of the key physical and human geographical features within a number of North American and South American countries including a range of landscapes using appropriate geographical vocabulary.<br>• I can identify and describe at least 6 geographical highlights across the Americas<br>• I can describe the key physical features of North American countries and states lying within the Arctic circle i.e. USA (Alaska), Canada and Greenland.<br>• I can offer explanations for the similarities and differences between some regions in North or South America. E.g. Chile nearest country in the World to Antarctica with part of North America in the Arctic<br>• I can describe some of the economic activities in the Americas and make comparisons between countries and cities in North and South America<br>• I can describe what the word 'state' means in North America and compare this to the concept of 'counties'.<br>• I understand and can explain that Alaska is a state and not a country | • I can describe the events that took place during a recent volcanic eruption<br>• I can use geographical vocabulary to describe significant physical features and describe how they change.<br>• I can explain why the Pacific Ring of Fire is so important<br>• I can use geographical vocabulary to describe and explain mountains, earthquakes and volcanoes.<br>• I can use information to explain why earthquakes and volcanoes happen and how they affect people. |
| **Disciplinary Knowledge**<br>Geographical Skills and Fieldwork | • I can use an atlas and world map to locate the UK and coastal places.<br>• I can use geographical vocabulary to describe coastal features and explain where places are.<br>• I can identify and describe patterns and changes in coastal places over time using maps and atlases.<br>• I can use a 4-figure grid reference to locate some of the UK's major seaside/coastal places including -where possible -those I have visited. | • I can relate the countries to longitude, latitude and hemisphere (e.g. Ecuador).<br>• I can use climate data to investigate and describe different climates in North and South America.<br>• I can use research to design a trip covering six geographical highlights of North and South America.<br>• I can make a map of a route with features in the correct order and in the correct places.<br>• I can describe the route using the 4 main compass points | • I can use maps, globes and atlases to find mountains and places where earthquakes and volcanoes happen.<br>• I can use my map skills to describe where countries in the Pacific Ring of Fire are.<br>• I can begin to spot and describe patterns in where earthquakes and volcanoes happen around the world.<br>• I can Identify some mountainous features on a relief map<br>• I can use an atlas to locate volcanoes and locations of earthquakes using 4-digit grid references |

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| | | • I can use the zoom function of a digital map to locate places<br>• I can identify and describe patterns in climate, biomes and landscapes across North and South America. | • I can describe the position of the Pacific Ocean, mountain chains, etc using the 4 main compass points<br>• I can use the zoom function of a digital map to locate places (e.g. locations of earthquakes and volcanoes). |
| **Teaching sequence** | L1-I can locate UK coastal places and identify different types of coastal settlements.<br>L2-I can locate and describe some human and physical characteristics of British seaside locations<br>L3-I can name coastal features and explain how erosion and deposition shape coastlines.<br>L4-I can explain how people use coasts and use features like harbours, piers and lighthouses.<br>L5-I can describe some advantages and disadvantages of living in coastal areas<br>L6-I can identify patterns and changes in coastal places over time using maps and atlases. | L1- I can locate North and South America and their key countries.<br>L2-I can explain what a US state is and locate key cities in North and South America<br>L3-I can describe and explain the varying climates and biomes across both Americas.<br>L4-I can describe key physical and human features of North and South America.<br>L5-I can identify and describe geographical highlights across the Americas<br>L6-I can describe the key human and physical features of North American countries and states lying within the Arctic circle i.e. USA (Alaska) | L1- I can name and locate key mountain ranges and describe their features.<br>L2- I can explain how earthquakes happen and locate places where earthquakes have occurred.<br>L3- I can explain how volcanoes happen and locate places where volcanoes have erupted.<br>L4- I can explain why the Pacific Ring of Fire is important and use maps to locate the countries around it.<br>L5- I can explain how earthquakes and volcanoes can change and damage the Earth's surface.<br>L6-I can describe how earthquakes and volcanoes affect people and places in the areas where they happen |
| **Key vocabulary** | Coast, beach, cliff, headland, erosion, weathering, deposition, spit, harbour, coastal management, tide, mudflat, dune | City, state, longitude, latitude, equator, biome, economic activity, compass points, tropics, trade. | Mountain range, relief map, earthquake, volcano, eruption, active, lava, tectonic plates, Pacific Ring of Fire, epicentre, impact. |
| **Continuous / Cross Curricular Opportunities** | <u>Continuous Provision:</u><br>• Retrieval quizzes on coastal vocabulary and landforms.<br>• UK coastline map labelling.<br>• Coastal feature matching cards.<br>• Atlas and map exploration.<br>• Sand tray to model erosion and deposition.<br>• Build coastal landforms using modelling materials.<br>• Beach artefact investigation (shells, pebbles, driftwood).<br>• Coastal fact file and reading station.<br>• Seaside postcard or brochure writing.<br>• Coastal conservation challenge cards.<br>• Google Earth exploration of UK coastlines.<br>• Coastal puzzles, games and vocabulary activities.<br><u>Cross Curricular Opportunities:</u> | <u>Continuous Provision:</u><br>• World map and atlas station to locate North and South America and key countries.<br>• Label US states and major cities on maps (e.g. New York, Los Angeles, Brasília, Lima).<br>• Biome matching cards (Amazon Rainforest, Andes, Arctic, deserts, grasslands).<br>• Climate graph interpretation comparing North and South American regions.<br>• Google Earth exploration of the Americas and Arctic regions (Alaska, Canada).<br>• Fact file creation station on different countries and states.<br>• Vocabulary wall (continent, state, biome, climate, equator, Arctic Circle). | <u>Continuous Provision:</u><br>• Plate tectonics and Ring of Fire map exploration.<br>• Earthquake engineering challenge (build and test structures).<br>• Sort cards: earthquakes, volcanoes and mountain features.<br>• Google Earth exploration of tectonic activity zones.<br>• Vocabulary station (magma, lava, fault line, epicentre, eruption).<br>• Map labelling of countries affected by earthquakes and volcanoes.<br>• STEM design challenge: earthquake-proof buildings<br><u>Cross Curricular Opportunities:</u><br>Opportunities within science units (Y3: Rocks; Y4: States of Matter; Y5: Properties of materials) to retrieve, apply and reinforce learning from this unit of work. |

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| | Opportunities within science units (Y3: Rocks, Y4: ecosystems and adaptations to retrieve, apply and reinforce learning from this unit of work. | ● Map skills practice (latitude, longitude, compass directions).<br>● Research station on famous landmarks (Amazon, Grand Canyon, Rockies, Niagara Falls).<br>● Debate/discussion cards: "Where would you rather live in the Americas and why?"<br>● Creative corner: posters, travel brochures or postcards from different countries in the Americas.<br><u>Cross Curricular Opportunities:</u><br>Opportunities within PSHE/Citizenship: Cultural diversity, environmental responsibility, sustainability and global citizenship. Computing: Digital mapping, Google Earth, presentations, data handling and research. | |
| **Commentary: Why are we teaching what we are teaching, in the order we are teaching it?<br>What does each unit build on/prepare children for?<br>How are resources and skills changing over time?** | The Coasts unit is a natural progression from the Year 3 Rivers and Water Cycle unit because pupils already understand how water shapes the land through physical processes. In Year 3, pupils learn about the water cycle, rainfall, river formation, erosion, transportation, and deposition. This gives them the foundation needed to understand how similar processes work along coastlines.<br><br>At the start of Year 4, pupils build on this prior knowledge by exploring how waves, weathering, erosion, and deposition shape coastal landscapes. Their understanding of how rivers change the land helps them grasp how coastal features are formed over time. The idea that water is constantly changing the landscape becomes more complex and applied to a new environment.<br><br>The unit also develops pupils' locational and map skills further. Having previously used maps, atlases, and grid references to study rivers and physical geography, pupils now apply these skills to locating UK coastal settlements and identifying patterns in coastal land use and change over time.<br>In addition, pupils deepen their understanding of the relationship between physical and human | The Americas unit builds naturally from the Year 4 Coasts unit because pupils continue to develop their understanding of physical and human geography on a larger, global scale. After learning how coastal processes shape landscapes in the UK, pupils are ready to explore a wider range of environments, climates, and landforms across North and South America.<br>Pupils build on previous learning about climate zones, biomes, rivers, and coasts by exploring how latitude, longitude, and hemisphere affect the climates and landscapes of the Americas. They continue to develop map skills using atlases, digital maps, compass points, and geographical vocabulary to locate countries, cities, and physical features.<br><br>The unit also develops pupils' ability to compare regions and explain similarities and differences between places, including climates, settlements, and economic activities.<br><br>Learning about the Americas prepares pupils well for the next unit on earthquakes and volcanoes. By studying regions such as Chile, Mexico, and the western United States, pupils are introduced to tectonically active areas along the Pacific Ring of Fire. This helps them to further understand how physical | The Earthquakes and Volcanoes unit is a strong way to end Year 4 geography because it brings together pupils' understanding of physical geography, global patterns, and map skills. After studying the Americas, pupils are already familiar with countries along the Pacific Ring of Fire, helping them understand where and why earthquakes and volcanoes occur.<br><br>The unit builds on earlier learning about rivers, coasts, climate, and physical processes by exploring how the Earth's structure shapes landscapes through earthquakes, volcanoes, and mountain formation. Pupils continue to develop their use of atlases, maps, compass points, and grid references to identify patterns and locate key physical features.<br><br>The unit also helps pupils understand how physical events affect people and settlements, linking physical and human geography together.<br><br>This prepares pupils well for the next local study on the development of Scunthorpe. After learning about large-scale physical processes around the world, pupils are ready to apply their geographical skills to their local area and explore how industry, settlement, transport, and the environment have shaped Scunthorpe over time. |

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| | geography. They explore how people use coasts for tourism, fishing, ports, and settlements, while also considering the challenges of erosion and coastal management. This builds on earlier learning about how physical environments influence human activity. Studying coasts at the beginning of Year 4 also prepares pupils well for later learning about the Americas.<br><br>Through studying coastal environments, pupils continue to develop understanding of climate, physical landscapes, settlement, trade, and natural processes on a larger scale. Their growing ability to interpret maps, describe physical and human features, and compare environments helps prepare them to study the diverse climates, biomes, rivers, mountains, and settlements found across North and South America. | processes shape the Earth and affect human populations, providing a strong foundation for later learning about natural disasters and tectonic activity. | |
| **Adaptations for LA pupils** | -Use labelled maps and photographs of UK coastal locations.<br>-Provide picture atlases<br>-Provide picture and vocabulary cards for coastal features.<br>-Reduce the number of places and features to learn whilst ensuring the key knowledge is still covered.<br>-Use matching and sorting activities before independent tasks.<br>-Provide sentence starters and word banks.<br>-Offer adult or peer support during map work.<br>-Allow verbal responses instead of extended writing.<br>-Use diagrams and visual prompts to explain erosion, deposition and coastal change.<br>- | -Provide labelled maps and visual prompts.<br>-Provide picture atlases<br>-Pre-teach key vocabulary with images.<br>-Use sentence stems (e.g. *I can see...*, *This is because...*).<br>-Reduce the number of locations to learn whilst ensuring the key knowledge is still covered.<br>-Pair with a peer or adult for map work.<br>-Allow oral responses instead of extended writing where appropriate.<br>-Use climate and biome picture cards and simple maps to identify hot, cold, wet and dry regions.<br>-Locate key landmarks on a labelled map using images and prompts.<br>-Identify Arctic features using photographs, symbols and a simplified map with sentence starters. | -Pre-teach key vocabulary using pictures (e.g. mountain, volcano, earthquake, tectonic plate, eruption).<br>-Use sentence stems (e.g. "A volcano is...", "The Ring of Fire is...").<br>-Provide word banks and labelled diagrams.<br>- Provide picture atlases<br>-Use enlarged maps with fewer labels.<br>-Highlight or colour-code key information.<br>-Give one instruction at a time and check their understanding.<br>-Pair pupils with supportive partners.<br>-Use practical activities (sorting, matching, labelling, map work).<br>-Allow verbal answers instead of written responses where appropriate |
| **Adaptations for GD pupils** | -Compare different types of coastal settlements and explain why they developed in those locations.<br>-Explain how physical features have influenced human activity in seaside locations.<br>-Evaluate how different groups of people use the coast and explain why conflicts may arise. | --Explain *why* as well as *what*.<br>- Expect the use of accurate geographical vocabulary.<br>-Compare the location of countries and explain how location affects climate or population.<br>-Explain why major cities developed where they did. | -Compare two mountain ranges (e.g. the Himalayas and the Andes) and explain how they are similar and different using maps and evidence<br>-Explain why some earthquakes cause more damage than others, considering magnitude, depth, location and population. |

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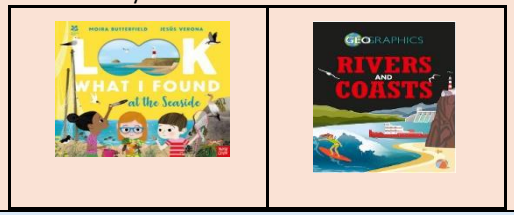
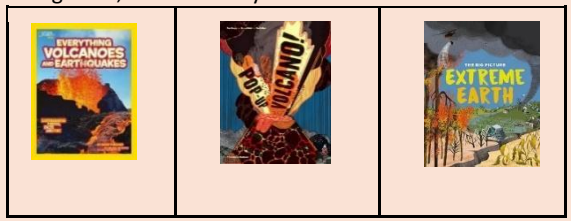
| | -Justify whether living on the coast is more advantageous or disadvantageous using evidence.<br>-Explain how natural processes and human actions work together to change coastlines over time.<br>- Encourage pupils to explain and justify their thinking using relief maps | -Explain how latitude, altitude and the Equator affect climate and biomes.<br>-Explain how physical features influence where people live and work.<br>-Compare two geographical landmarks and explain their significance.<br>-Explain how people have adapted to living in the Arctic environment | -Compare two volcanic eruptions and explain why their impacts were different.<br>-Explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire using knowledge of tectonic plate boundaries.<br>-Rank the impacts of earthquakes and volcanoes from most to least significant and justify your choices with evidence.<br>-Compare how two countries responded to an earthquake or volcanic eruption and explain why the impacts and recovery were different. |
| **Resources/approaches** | Trip- Grimsby Heritage Centre<br>Maps (4-figure grid references)/Atlases, Google maps, Rising Stars<br>Oak Academy<br>  | Maps (4-figure grid references)/Atlases, Google maps, Rising Star, Oak Academy<br>  | Maps (4-figure grid references) /Atlases, Google maps, Rising Stars, Oak Academy<br>  |
| **Career links** | Coastal engineer, Environmental scientist, Marine biologist, Geologist, Geography Teacher, Coastal geographer, Flood risk manager, Coastal defence engineer, Harbour master, Coastguard, Travel and tourism officer | Cartographer, Travel agent, Pilot, Environmental scientist, Climate scientist, Rainforest researcher, National Park ranger, Geography Teacher | Geologist, Volcanologist, Seismologist (earthquake scientist), Geographer, Environmental scientist, Mountain guide, Geography Teacher |