

KNOWLEDGE OVERVIEW GRID

KNOWLEDGE OVERVIEW GRID						
	Subject: Geography				Year Group: Year 4	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Biomes including Rainforests		Catalonia and Yorkshire	Fairtrade: What is Fairtrade and why should it matter to us?		Local area - Bramhope Link to Ilkley residential
<p>NC Objectives Covered (Taken directly from the National Curriculum)</p> <p>Red= substantive knowledge</p> <p>Blue= disciplinary knowledge</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions and key physical characteristics.</p> <p>Identify the position and significance of latitude and longitude and the Northern and Southern Hemisphere.</p> <p>Human and physical geography Describe and understand key features of: physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Place 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</p>		<p>Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify key physical and human characteristics of a country in Europe and the UK.</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Human and physical geography Describe and understand key features of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains 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</p>	<p>Human and physical geography 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</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>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</p> <p>Geographical skills and fieldwork: Use the 8 points of a compass and four figure grid references and symbols/key on an OS map to describe places in the UK and wider world.</p> <p>Use fieldwork to observe and record the human and physical features of Bramhope including plans, graphs and digital technologies to answer questions about the locality.</p>

<p>Previous Knowledge -What have children learnt previously that will support this next step?</p>	<p>Nursery – beginning to explore the natural world around them</p> <p>Reception – learning about different habitats e.g. rainforest, desert, polar regions.</p> <p>Year 1- learn about the continents of the world</p> <p>Year 2 – learn about different weather patterns</p> <p>Year 3 – learn about rivers and the water cycle</p>		<p>Nursery – begin to explore the environment around them. Reception – learn about contrasting environments e.g. countries that are hotter than the UK. Yr 1- learnt about town, cities, villages and the UK. Yr2 – learnt about continents, countries and capitals. Learnt about Europe in more depth. Yr3 – learnt about Yorkshire in depth to be able to compare with Catalonia</p>			<p>Reception - aware of school grounds and where they feel happy – classroom, lunch hall, playground, field, park. Year 2 - children have looked at fieldwork in the school grounds Year 3 – children have begun to use 8 points on a compass and 4 figure grid references</p>
<p>Misconceptions -What are the common misconceptions in knowledge for this unit?</p>	<p>A simplistic understanding of different biomes and need to challenge basic assumptions of what rainforests and deserts are like.</p> <p>Assumptions that deserts are always hot.</p>		<p>Children can be confused between whether Catalonia is a country, capital, state, region etc. this needs clarifying early on.</p>			
<p>Learning Sequence -Detail the learning sequence using key questions in an ordered sequence. -The questions should have a sequential build up to answer the overall learning challenge.</p>	<ol style="list-style-type: none"> 1. What is the difference between weather and climate? (Include introduction to climate zones) 2. What are the world’s biomes? (<i>longitude and latitude and Northern and Southern Hemisphere</i>) 3. Where are the world’s rainforests? What are the features of a rainforest? 4. Are all forests rainforests? <i>Include temperate deciduous boreal etc. Can compare with Sherwood.</i> 5. What is the Savanarah biome? 6. Where are the world’s deserts? 		<ol style="list-style-type: none"> 1. What can I remember about Yorkshire? What are the main human and physical features? 2. Where is Catalonia? 3. What are the physical features of Catalonia? 4. What are the human features of Catalonia? 5. What are the similarities and differences between Yorkshire and Catalonia? 	<ol style="list-style-type: none"> 1. Where do the goods on our supermarket shelves come from? 2. What do we understand by Fairtrade and why do we need an organisation like the Fairtrade Foundation? 3. Which countries are exploited and can we locate them on a world map? 4. What do we mean by export and import? 5. Why should we consider boycotting buying some goods and would that be sensible? 6. How can we tell others about Fairtrade? 		
<p>Knowledge Showcase -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?</p>			<p>Presentation/debate</p> <p>Children to present why they think Yorkshire or Catalonia is the best place to live, including details around their human and physical characteristics.</p> <p>Children to debate both sides and practice talking respectfully about other cultures.</p>	<p>Poster</p> <p>Week 6 - Make a poster about Fairtrade with the key points to why we should consider buying Fairtrade items.</p>		

<p>Knowledge Sentences</p> <p>-Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...)</p> <p>(To share with children when it is taught during the unit)</p>		<p>1.I know that weather can be defined as how the atmosphere behaves and affects human activities on a short term basis.</p> <p>1.I know that climate is the average of weather conditions in a location over a 30-year period.</p> <p>1.I know that areas of the world with similar climates can be grouped into climate zones.</p> <p>2.I know that biomes are large regions of the world with places that share a similar climate, vegetation and animals.</p> <p>3.I know that tropical rainforest is a hot, moist biome where it rains all year long and has dense canopies of trees.</p> <p>4.I know that there are different types of forests: tropical rainforest, temperate deciduous forests and boreal forests.</p> <p>5.I know that savannah are found in the tropical climate zone and are characterised by tall grasses and scattered trees and shrubs.</p> <p>6.I know that deserts are found in hot desert climate zones and arctic and polar climate zones.</p>		<p>1. Recap Yr3: I know that Yorkshire is separated into West Yorkshire, North Yorkshire, East Riding of Yorkshire, South Yorkshire.</p> <p>I know that Yorkshire contains the Yorkshire Dales and North Yorkshire Moors National Parks.</p> <p>I know that Yorkshire contains many cities (Leeds, Bradford, York, Sheffield, Hull for example).</p> <p>2. I know that Catalonia is a historic region in the north-east of Spain and on the continent of Europe.</p> <p>3. I know that physical features in Catalonia includes the Pyrenees mountain range, valleys, plains and beaches on the coastline. The highest mountain is Pica d’Estats.</p> <p>4. I know that the region is made up of four provinces: Girona, Barcelona, Tarragona and Lleida.</p> <p>I know that Catalonia’s capital city is Barcelona which includes the famous Sagrada Familia.</p> <p>5. I know there are many differences and similarities between Yorkshire and Catalonia including: weather and climate, food and vegetation, cities and buildings, culture, mountains and coastlines.</p>			
<p>Key Vocabulary</p> <p>(To share with children and add to working walls/knowledge mats)</p>		<p>Weather Climate Climate zone Biome Rainforests Temperate deciduous boreal Savannah Desert Longitude Latitude Southern Hemisphere</p>		<p>Yorkshire Catalonia Europe Region Pyrenees Pica d’Estats Girona, Barcelona, Tarragona, Lleida Sagrada Familia</p>	<p>Fair trade</p> <p>Sustainability</p> <p>Global citizenship</p> <p>Ethical codes</p> <p>Developing country</p> <p>Cooperatives</p> <p>Fairtrade premium</p>		
<p>What does</p>	<p>Enrichment Activities (trips, residential,</p>						

	speakers, SMSC)						
	Physical Resources (artefacts)	Maps Atlases Globe Digimaps Images		Maps Atlases Globe Digimaps Images			
	Cross Curricular learning (Include opportunities for writing and quality texts)				Links to PSHE		
	Local Learning including outdoor learning						
	Opportunities for cultural Diversity	Understanding life in different environments and the pressure that can put on resources and how it can shape cultures.		Learning to discuss other cultures and places respectfully with others.			