

Year 4 – Protecting our World – Autumn 1

National Curriculum:

- Describe and understand key aspects and processes of Physical geography, including: climate zones, biomes and the water cycle.
- Begin to explain how changes in the Human and Physical environments affect the people living there.
- Compare a region in the UK with a region in a different climate zone e.g. Arctic or Antarctic Circles or Tropical region.
- Locate the main countries of Europe, inc. Russia, and identify capital cities of Europe.
- Locate and name the main counties and cities in/around the place I'm studying.
- Identify the location and significance of the Arctic and Antarctic Circles and the Tropics of Cancer and Capricorn.
- Locate areas of similar environmental regions e.g. climate zones and biomes on a world map.
- Use age-appropriate maps, atlases and globes to locate and name places I'm studying.
- Begin to ask and answer questions about a place I've studied

Prior learning	In Year 4...	Future learning
In Year 3, Children will be taught to... -Identify the continents of the world and their location. -Identify and locate the equator on a world map and understand it's significance to tropical climates. -Identify the northern and southern hemispheres and it's significance. -Compare a region of the UK with a region of South America, including its human and physical features and processes. -Express my views on a place I am studying	In Year 4, Children will be taught to... -Identify the different climate zones of the world (polar, temperate, arid, tropical, Mediterranean and mountainous) and understand why the Arctic and Antarctic are so cold due to their position of the Equator. -Understand how climates affect the vegetation, weather, and landscape of the world. -Investigate the weather and identify that Bedworth has a temperate climate, and how this changes with the seasons. -Identify patterns in weather data in Bedworth using vocabulary such as overcast, clear skies, precipitation, muggy and analyse how this can be beneficial to predict and prevent adverse weather conditions. -Locate the different countries that make up the Arctic circle (Canada, Greenland, Iceland, Norway Sweden, Finland, part of Russia and the US), and discuss the physical features including the permanent ice cap and the 24 hour sun. -Understand the climate and weather in the Arctic through weather reports and BBC weather data. -Compare human and physical features of Greenland (Ilulissat) and Bedworth such as the houses, the jobs, the people, the weather, the trade, the ice bergs, the ice caps, the beaches and the ground.	In Year 5, Children will be taught to... -Locate and name the main counties and cities in England. -Explain key human and physical features of a place studied and the changes over time. -Compare a region in the UK with a region in Europe and describe key similarities and differences. -Understand key aspects and processes of physical geography in their local area including coasts and rivers. -Explain how people can improve and damage their environments. -Explain their own views and the views of others

Key Vocabulary

weather, climate, biomes, Greenland, Ilulissat, thermometer, water cycle, evaporation, condensation, precipitation

Weather - The way the air feels. It is the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy.

Climate - The long-term pattern of weather in an area over a long period of time.

Biomes - Areas of the planet with similar climates, landscapes, animals and plants.

Greenland - An island country that is part of Denmark, located between the Arctic and Atlantic oceans.

Ilulissat - The largest town in Greenland.

Thermometer - An instrument for measuring temperature.

Water cycle - The continuous journey water takes from the sea, to the sky, to the land and back to the sea.

Evaporation - Turning a liquid into a gas.

Condensation - Turning a gas into a liquid.

Precipitation - Liquid or solid particles that fall from a cloud as rain, sleet, hail or snow.

