Geography Long Term Plan Y4 2025-26

	Autumn Term		Spring Term		Summer Term	
Topic	**Rivers and the Water Cycle-Links to the River Ouse** **How does the water go round and round?**		**The Americas** **Is route 66 a great American road trip?**		**Climate** **Why is climate important?**	
Sticky Knowledge	1. I can explain how rainfall forms streams and rivers. 2. I can explain how the water cycle works (evaporation, condensation, precipitation, percolation, infiltration, collection). 3. I can locate the River Ouse on a map. 4. I can use 4 figure grid references on a map. 5. I can identify rural and urban river features surrounding the Ouse, including settlements. 6. I can explain how people use and change rivers 7. I can recall facts about some of the world's most famous rivers 8. I can use findings from fieldwork to create a graph about rainfall in York.		1. Use maps to name key states and cities along Route 66 2. Use the 8 compass points accurately 3. Explain what is meant by an environmental region 4. Explain key aspects of human and physical geography along Route 66		1. To know what is meant by climate, zones and biomes 2. To describe polar zone and tundra biome 3. Name tropical climate zones 4. Know where tropical rainforests can be found 5. Explain what is meant by climate change	
Vocabulary	River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, evaporation, condensation, transpiration, water vapour, basin, upstream, downstream, transport/transportation, deposit/deposition,	Rain/precipitation,urban, rural, village, town, city, OS (Ordnance Survey) map, grid reference, erode/erosion bridges, crossing point, trade, flood, flood control, fieldwork, present, graph, findings, Yangtze, Mississippi, Nile, River Niger, Rhine, River Ouse	Environmental regions of North America (Western/Pacific coastal strip, desert, Great Plains/Prairies, Canadian Shield, Eastern/Atlantic coastal strip, Great Lakes), Chicago, Springfield (IL), St Louis, Springfield (MIS), Oklahoma City, Amarillo, Santa Fe, Albuquerque, Grand Canyon, Winslow, Las Vegas, Los Angeles, North America, United States of America, Ohio, Illinois, Missouri, Arkansas, Oklahoma, Texas, New Mexico, Arizona, California	Pacific Ocean, Atlantic Ocean, Grand Canyon, climate, environmental region, cities, skyscrapers, public buildings, religious buildings, routeways, city layouts	polar, temperate and equatorial/tropical/rainforest; biome, ice flow, ice cap, Arctic, Antarctic, continent, flora, fauna – polar tundra and alpine tundra, caribou, reindeer, polar bear, penguin, seal, tundra – polar, permafrost, taiga, Desert, subtropical, Sahara, dry, arid, rain shadow, Monsoon, tropical rainforest climate and biome, rainfall map, Temperate climate zone and biome, deciduous (trees), seasons, flora (plants), fauna (animals)	Weather, weather forecast, season, climate, climate zone flora, fauna, vegetation, Temperature, frozen/freeze/freezing, glacier, iceberg, Northern and Southern Hemisphere
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		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.		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.	

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	understand how some of these aspects have changed over time.	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).	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. 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).
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.	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	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand 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.	Describe and understand 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.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Geography/Fieldwork skills	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.
Suggested Tasks	- Use maps to locate and describe the River Ouse -Experiment with rainfall on different surfaces - Create a river model -Create group images of the water cycle -Use Google maps to follow the journey of the River Ouse - Research different rivers form around the world	-Use Google Maps to identify North and South America and key cities -Research different cities and identify similarities and differences-describe using geographical knowledge -Use physical maps to add environmental regions -create their own key -Research route 66 and create a presentation of people and places	-Recap children's knowledge on climate and look at global climate patterns, annotate a map of the world - Identify and research cold climates across the globe - Identify and research cold climates across the globe -Research rainfall in rainforest areas -Research UK plants according to temperature and climate -Create a special report

	-Create model rivers and explain the features (record the presentations)		
Assessment opportunities	Create a verbal/written explanation of the features of a river and how the water cycle is linked Use the unit quiz to support assessment and link back to the sticky knowledge.	Complete assessment sheet Use the unit quiz to support assessment and link back to the sticky knowledge.	Create a special report/poster around climate Use the unit quiz to support assessment and link back to the sticky knowledge.
Previous and past Learning	**Next Steps Learning:** **A European Study-A study of the BavariaYorkshire Comparison Y6**	**Prior Learning:** **Our World Y3** **Our Wonderful World Y2** **People and their communities Y1** **Next Steps Learning:** **South America: The Amazon Y5**	**Prior Learning:** **Weather and Seasons Y2** **Animals and their habitats Y1** **Next Steps Learning:** **Journeys: Clothes Y6** **Protecting our environment Y6**