



St Andrew's Church of England Junior School – Scheme of Work: [Geography Year 4](#)



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

Autumn Term – The Rainforest

Year 4	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To find out what a rainforest is and where they are found.	Maps, Tropics, Rainforest, Continent, countries.	Children will use a world map to identify the areas where rainforests can be found. They will use these maps to identify the Tropics of Cancer and Capricorn and are challenged to transfer this knowledge and understanding on their own maps, identifying the countries and continents where rainforests are found.	• Can children locate the Tropic of Capricorn, Tropic of Cancer and equator on a world map? • Do children know that rainforests lie between the two tropics? • Can children name continents and countries that have areas of rainforest?
Session 2	To explore the layers of vegetation in a rainforest.	Maps, Tropics, Rainforest, Continent, countries, the emergent layer, the canopy, the under storey and the forest floor, climate, strata, temperatures, humidity	Children have the opportunity to discover how the climate in a tropical rainforest makes it perfect for plant growth. They will investigate how the rainforest can be split into four main layers of vegetation and are challenged to describe each of these layers.	• Can children describe what the rainforest is like? • Can children name the four layers of vegetation in a rainforest? • Can children describe the features of each layer of vegetation and identify animals that live there?
Session 3	To investigate the climate	Maps, Tropics, Rainforest, Continent, countries, the emergent layer, the canopy, the under storey and the forest floor, climate, strata, temperatures, humidity, rainfall,	the children will learn about the climate of the rainforests and allow them to research the climate using charts and graphs, including temperature and rainfall. They will	• Do children understand the word 'climate'? • Can children describe the climate of a tropical rainforest?

			also investigate the role rainforests play in the water cycle.	• Can children compare the climate of the rainforest with climates in other parts of the world?
Session 4	To find out about the people and settlements of the rainforest.	Maps, Tropics, Rainforest, Continent, countries, the emergent layer, the canopy, the under storey and the forest floor, climate, strata, temperatures, humidity, rainfall, indigenous, tribes sustainably, survival	In this session the children will discover the lives of the indigenous tribes of the rainforest and compare them to their own lives. They will look in particular at the Yanomami tribe, including their housing, clothing, hunting, traditions etc.	• Do children know that there are settlements in the rainforest? • Can children describe the way of life of traditional tribespeople? • Can children explain how people use the rainforest sustainably to survive?
Session 5	To explore why the rainforest is under threat and the measures taken to protect it.		This lesson has the children investigating the reasons behind deforestation and what they can do to help reverse the effects that this has on the world. They are then challenged to show their understanding of deforestation and what can be done to help save the rainforests by writing a newspaper report.	• Do children know that rainforests around the world are under threat? • Can children describe reasons why rainforests are destroyed? • Can children describe ways in which rainforests can be protected?

Spring term – Village Settlers

Year 4	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To find out about the needs of early settlers and the origins of place names.	Settlement, Romans, Anglo-Saxons and Vikings, planning, place, origins	Children will think about early settlers in Britain and what resources they would have needed when setting up a village. They will consider why certain places were chosen for settlements and discover how some of our place names originate from these early settlers.	• Can children explain who some early settlers were and why they settled in Britain? • Can children describe the needs of early settlers? • Do children know what some of the origins of place names are?

Session 2	To be able to identify settlements and reasons for their original siting.	Settlement, Romans, Anglo-Saxons and Vikings, planning, place, origins, siting, settlers, city, town, villages, suffix, development	Children will recap some of the name endings that came from village names given by early settlers, such as places ending in -don, -chester, -stow or -wick, and find out what they mean. They will then use a map to identify some modern towns, cities and villages that have these suffixes, seeing if they can identify the reason it was named as it was.	• Can children use a map to identify early settlements? • Can children suggest reasons for the original siting of these settlements? • Can children suggest reasons why some areas developed more than others over time?
Session 3	To be able to identify a range of mapping symbols and know their meanings.	Ordnance Survey, maps, symbols, city, town, villages, museum, place of worship, school, telephone, public house, nature reserve, abbreviations	Children will look at an Ordnance Survey map to identify some common map symbols. They will then go on to look at some further map symbols and identify their meanings. They will use map symbols to compare towns and villages.	• Can children identify mapping symbols? • Can children explain what different mapping symbols mean? • Can children compare different villages?
Session 4	To understand and describe how settlements are connected.	Ordnance Survey, maps, symbols, grid reference, settlements, roads, motorways, A road, B road, <u>UK</u>	Children will identify different types of roads in the UK, such as motorways, 'A' roads and 'B' roads. They will start to understand how the road system works and use what they have found out to navigate from one settlement to another.	• Can children identify different kinds of roads on a map? • Can children use grid references accurately? • Can children describe how settlements are connected?
Session 5	To be able to design a village settlement influenced by physical features and personal choice.		Children will consolidate what they have learnt about villages to design their own village settlement. They will use symbols and keys in their designs and maps, and consider what human and physical features they will need to include in their villages.	• Can children create a map that includes both physical and human features? • Can children create a key? • Can children create grids and grid references?

Summer Term - Earning a Living

Year 4	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To explore jobs and why they are important.	Jobs, full time, part time, work,	Children will explore the reasons people work and some of the different types of jobs people have, such as full-time or part-time work. They will then look at a variety of different jobs and identify what each job entails. They will be challenged to match a job to its description.	• Can children explain some of the reasons why people work? • Can children identify a variety of different jobs and their roles? • Can children describe which jobs they would and wouldn't like to do?
Session 2	To be able to group jobs into sectors.	Jobs, full time, part time, work, job sector, industry, wage, salary	Children will understand what a job sector is. They will be given a brief overview of the types of jobs that can be found across a wide range of job sectors before considering which sector they think they would like to work in when they are older. They will also start to understand that some jobs get paid more than others.	• Can children identify the main job sectors? • Can children match a variety of jobs to their sectors? • Do children know that not all jobs are paid equally?
Session 3	To explore industries of the UK.	Jobs, full time, part time, work, job sector, industry, wage, salary, economy, business, map,	Children will find out what terms such as 'business', 'industry' and 'economy' mean. They will name some industries and notice that different countries have different industrial strengths. They will also identify some of the major industries of the UK.	• Do children know what the economy is? • Can children name some of the main industries in the UK? • Can children identify areas on the UK on a map?
Session 4	To find out how people earn a living in other parts of the world.	Jobs, full time, part time, work, job sector, industry, wage, salary, economy, business, map, climate, resources,	Children will recall some of the UK's largest industries before exploring in further detail how a country's climate and resources affect its industry and economy. They will find	• Do children know that different parts of the world have different industries?

			out about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade.	• Can children describe some of the ways in which people in other countries earn a living? • Do children know that a lot of jobs involve the manufacture and trade of items?
Session 5	To find out about unemployment and its effects.	Jobs, full time, part time, work, job sector, industry, wage, salary, economy, business, map, climate, resources, employment, retirement, government, financially, unemployed.	Children will identify some of the reasons adults don't work including retirement and unemployment. They will find out about the help given to the unemployed in the UK and compare this to other countries around the world. They will start to consider the effect unemployment on family and friends.	• Do children know some of the reasons why some adults are unemployed? • Can children describe some of the effects unemployment has on people? • Do children know that the government supports unemployed people financially?
Session 6	To find out children around the world who help earn a living for their families.	Jobs, full time, part time, work, job sector, industry, wage, salary, economy, business, map, climate, resources, employment, retirement, government, financially, unemployed, earnings, living , career,	Children will explore the reasons why children in other parts of the world have to work instead of going to school. They will look at some examples of jobs children around the world do before thinking about the link between education and employment.	• Do children know that some children in poorer countries have to work to support their families? • Do children understand the link between education and employment? • Can children express their own ideas about the sort of job they would like in the future?