Geography Component Knowledge

Year 4

Why do people live near Volcanoes?

National Curriculum

Locational Knowledge

- 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.

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.

Human and Physical

- 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.

Geographical Skills and Fieldwork

- 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.

Key learning and Component knowledge

Key Learning:
L1: To name and describe the layers of the Earth.
Component Knowledge:

- Name and order the four layers of the Earth.
- State a fact about each layer of the Earth.
- Know what a tectonic plate is.

Key Learning:
L2: To explain how and where mountains are formed.
Component Knowledge

- Explain that a mountain is formed by tectonic plates.
- Know that most mountains are found on or near plate boundaries.
- Name a mountain range and state which continent it is in.

Key Learning:
L3: To explain why volcanoes happen and where they occur.
Component Knowledge

- Explain how volcanoes form and describe their features.
- Describe where to find volcanoes globally.
- List the three ways volcanoes can be classified.

Key Learning:
L4: To recognise the negative and positive effects of living near a volcano.
Component Knowledge

- Describe the negative and positive effects of living near a volcano.
- Summarise why people live near volcanoes.

Key Learning:
L5: To explain what earthquakes are and where they occur.
Component Knowledge

- State what an earthquake is.

- Describe where earthquakes happen.
- Describe the negative effects of earthquakes.

Key Learning:
L6: To observe and record the location of rocks around the school grounds and discuss findings.
Component Knowledge
- Observe different rocks and record them digitally.
- Use a symbol on a map to show where I found the rocks.
- Identify the types of rocks and discuss where they have come from.

Where does our food come from?

National Curriculum

Locational Knowledge
- 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.

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.

Human and Physical
- 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.

Geographical Skills and Fieldwork
- 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.

Key learning and Component knowledge

Key Learning:
L1: To explain the impact of food choices on the environment.
Component Knowledge:
- State why certain foods grow in different biomes.
- Explain ways in which food choices can harm the environment.
- Describe how to make small changes to a diet to help fight climate change.

Key Learning:
L2: To understand the importance of trading responsibly.
Component Knowledge:
- Know what trading responsibly means.
- Explain how responsible trading supports equality.
- Discuss some of the advantages and disadvantages of importing food.

Key Learning:
L3: To describe the journey of a cocoa bean.
Component Knowledge:
- Understand there are different opinions on importing products.
- Recall the locations a cocoa bean travels through to reach the UK.
- Describe the process from cocoa bean to chocolate.

Key Learning:
L4: To map and calculate the distance food has travelled.
Component Knowledge:
- Label countries on a world map using an atlas.
- Use the scale bar on a map to calculate approximate food mileage.
- Ask questions about where the food I eat comes from.

Key Learning:
L5: To design and use data collection methods to find where our food comes from.
Component Knowledge:

- Collect data from an interview.
- Analyse information from an interview.
- Describe the features of a questionnaire.

Key Learning:
L6: To discuss the advantages and disadvantages of buying both locally and imported food.
Component Knowledge:

- Describe the limitations of questionnaires.
- Create a balanced argument about where to buy food from.
- Present the answers to an enquiry question.

Why are Rainforests important to us?

National Curriculum

Locational Knowledge

- 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.
- 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).

Human and Physical

- 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.

Geographical Skills and Fieldwork

- 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.

Key learning and Component knowledge

Key Learning:
L1: To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
Component Knowledge:

- Describe a biome and give some examples.
- Use an atlas to find the location of the Amazon rainforest.
- Use photographs and maps to list some features of the Amazon rainforest.

Key Learning:
L2: To describe the characteristics of each layer of a tropical rainforest.
Component Knowledge:

- Name the four layers of a tropical rainforest.
- Describe the characteristics of each layer.
- Describe how vegetation has adapted to living in a rainforest.

Key Learning:
L3: To understand the lives of indigenous peoples living in the Amazon rainforest.
Component Knowledge:

- Define the word indigenous.
- Give examples of how indigenous peoples use the Amazon's resources.
- Begin to discuss how the Amazon rainforest changes over time.

Key Learning:
L4: To describe why tropical rainforests are important and understand the threats to the Amazon.
Component Knowledge:

- List why tropical rainforests are important.
- Describe how humans harm the Amazon rainforest.
- Discuss what we can do to make positive environmental changes to the Amazon rainforest.

Key Learning:
L5: To understand how local woodland is used using a variety of data collection methods.
Component Knowledge:

- Assess and avoid risks when out of the school grounds.
- Collect data through sketching, questioning and recording information on a tally chart.
- Map the route I am taking.

Key Learning:
L6: To analyse and present findings on how local woodland is used.
Component Knowledge:

- Draw a bar chart representing how people use the woodland.
- Summarise how often and when people visit the woodland.
- Discuss what people like and would change about the woodland.