

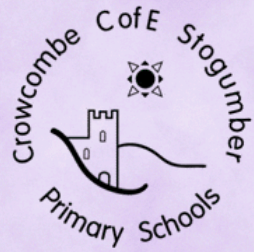
Geography Curriculum Overview

Year 3 and 4

Cycle A



Autumn 1	Spring 1	Summer 1
Why are rainforests important?	Are all settlements the same?	Why do people live near volcanoes?
<p>Focussing on the link between biomes and climate, locating the Amazon rainforest and explaining how the vegetation in a tropical rainforest is defined by the two Tropics.</p> <p>Investigating the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, discussing the impact of human activity locally and globally.</p>	<p>Exploring different types of settlements and land use, and the difference between urban and rural. Describing the different human and physical features in the local area and how these have changed over time. Making land use comparisons between the local area and New Delhi to find key similarities and differences between these two locations.</p>	<p>Learning how the Earth is constructed and about tectonic plates and their boundaries. Looking at how mountains are formed, explaining the formation and types of volcanoes and the cause of earthquakes. Mapping the global distribution of mountains, volcanoes and earthquakes and giving consideration to the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p>



Geography Curriculum Overview

Year 3 and 4

Cycle B



Autumn 2	Spring 2	Summer 2
Who lives in Antarctica?	Where does our food come from?	What are rivers and how are they used?
<p>Learning about latitude and longitude and how this links to climate. Contemplating the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Exploring the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Studying Shackleton's expedition and planning their own expeditions, using mapping skills.</p>	<p>Looking at the distribution of the world's biomes and mapping food imports from around the world, learning about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. Exploring where the food for school dinners comes from and the pros and cons of local versus global.</p>	<p>Exploring the different ways water is stored and moves, developing an understanding of the water cycle. Naming and mapping major rivers both in the UK and globally. Learning about the features and courses of a river and how they are used by humans, and studying a local river to identify these features.</p>