



**Cross-Curricular
Geography
Year 4**

SMSC

Spiritual – Gaining understanding of importance of the world around them; understanding values and beliefs of Mayan civilisation

Moral – Understanding moral implications of settlements and choices made by settlers, particularly British Empire; understanding impact of deforestation; value of fair trade

Social & Relationships – Considering different communities and changes/developments in communities over time; understand factors that impact on cultural diversity; recognise and challenge stereotypes about localities studied

Cultural & Wider World – Research, debate and discuss topical issues linked to environment and history; understand local and global communities; appreciate the range of identities and different values; consider role of money in community, trade and resources

Health & Well-Being – Recognise, predict and assess risks linked to fieldwork and local environment

SEN

Inclusive learning environment – resources clearly labelled; geographical vocab on display; word mats

Multi-sensory approach – writing scaffolds; use of photographs, images, videos, audio; alternatives to recording written work; 3D models (globes); use of ICT

Communication – make links to children's prior knowledge; plan immersive experiences; pre-teach new vocab; visual aids for new concepts

CAREERS

Careers opportunities linked to fair trade and distribution of resources

Environmental workers and conservation officers

Importance of tourism – impact on communities and economy

Transport worker, landscape architect

MATHS

Number and calculations – Calculations linked to features of areas; numbers linked to population, climate; make comparisons

Fractions – Make links to physical/human geography and map work

Data – Displaying data about human and physical geography using bar charts and tables; analyse graphs of human data; display data linked to fieldwork

Geometry – Positional and directional language linked to map work (8 compass points)

Measurement – Length and distance linked to map work; money linked to human geography; perimeter and area linked to settlements;

LITERACY

Reading – Develop vocabulary linked to new topic-related words; word-reading of key geographical vocabulary; inference about fair trade, deforestation and impact of British Empire; retrieval of key facts/data linked to locations; sequencing of changes in geography of British Empire; explanation of key features

Writing – Narrative about rainforest to include key human/physical geographical vocab; explanation and information texts about climate zones; recording of fieldwork; instructions showing development of directional language/knowledge

Speaking & Listening – Discussion and persuasion linked to deforestation; discussion about morality of British Empire; expressing opinions

COLLABORATION

Community links developed through fieldwork trips

Science work linked to habitats

RE work linked to religions/beliefs in locations studied; link geography to belief in the community and caring for the planet from a faith perspective

History work on Mayans linked to geography