

Buzzards (Y3/4) – Autumn Year A

Greece

Key question – What makes Greece so special?

National Curriculum link: Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

Key Vocabulary

Coastline
Southernmost
Gorge
Tourism
Economy
Refugees
Europe
European
Athens
Aegean Sea
Mediterranean
Ionian
Climate

Sticky Knowledge

- I know that Greece has the longest coastline in Europe.
- I know that is the most southern country in Europe.
- I know that Mount Olympus is Greece's highest mountain at 9,570 feet (2,917 meters) above sea level.
- I know that the Pindus mountain range on the mainland contains one of the world's deepest gorges, Vikos Gorge, which plunges 3,600 feet (1,100 meters).
- I know that tourism is a major contributor to the economy in Greece.
- I know that recent flooding and wildfires have affected local people and the tourist economy in Greece.

Linked Learning

See relevant Knowledge Organisers

Hawks Summer B

Owls Autumn A and B



Buzzards (Y3/4) – Spring Year A

Enormous Eruptions

Key question – What causes enormous eruptions?

National Curriculum link: Human and physical geography - describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.

Key Vocabulary

Core
Crust
Dormant
Vent
Eruption
Gas
Lava
Magma
Mantle
Molten
Tectonic plates
Sulphur

Sticky Knowledge

I know that the highest active volcano in Europe is Mount Etna in Italy.

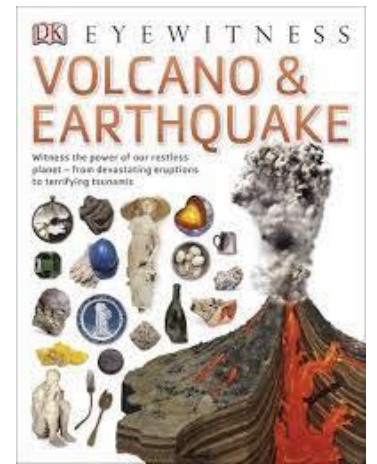
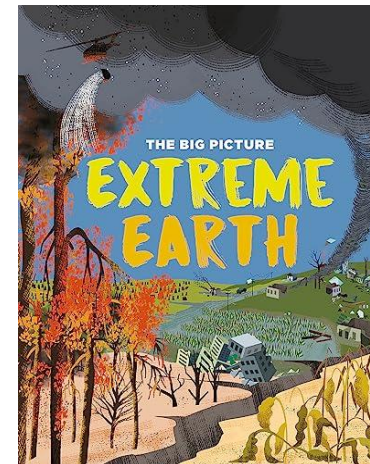
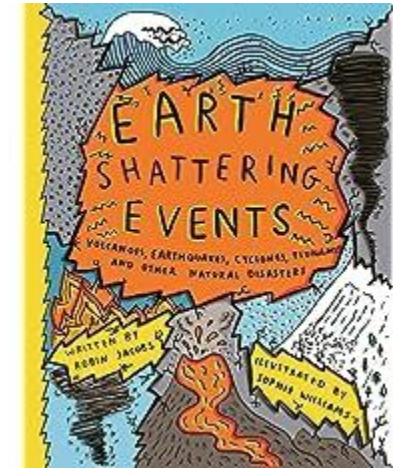
I know there are three ways to describe a volcano – active, dormant and extinct.

I know that when a volcano erupts, magma comes up and out through the vents. Magma is called lava when it's out of the volcano.

I know that earthquakes are caused when the earth's tectonic plates suddenly move.

I know that the power of an earthquake is measured using the Richter Scale.

Linked Learning



Buzzards (Y3/4) – Summer Year A

Romans

Key question – How has Britain changed since the Roman occupation?

National Curriculum link: Locational knowledge – Pupils should be taught to 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. Pupils should be taught to describe and understand key aspects of: physical geography, including rivers and 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.

Key Vocabulary

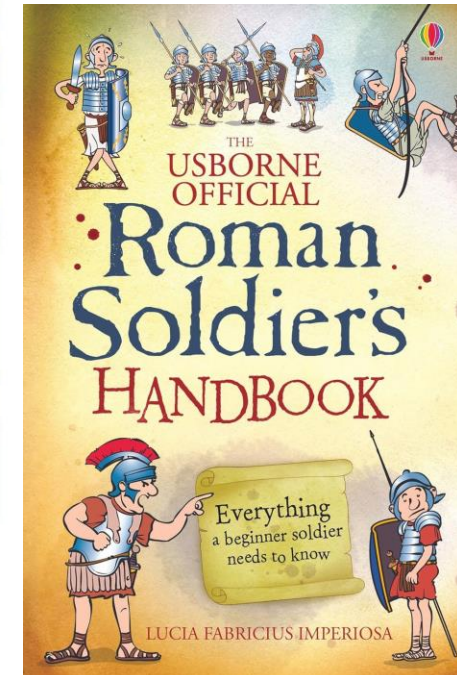
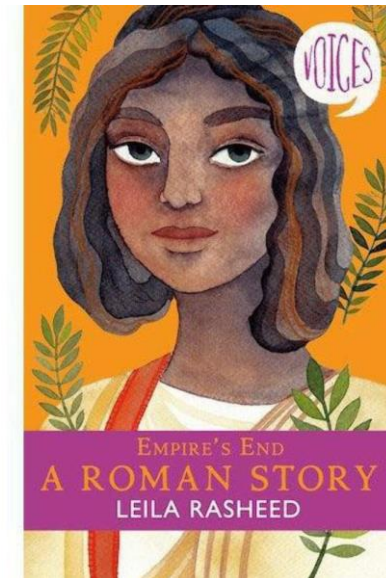
Capital city
Occupation
Physical
Human
Features
Walled cities
Empire
Expansion

Sticky Knowledge

- I know where the Roman Empire expanded to and can locate this on a world map.
- I know how features of our local area have changed since the Roman occupation (eg walls around Cirencester, Fosse Way).
- I know how to use compass points to give directions.
- I know how to use co-ordinates to locate features on a map.

Linked Learning

Early Settlement – Eagles Autumn B



Buzzards (Y3/4) – Autumn Year B

Stone Age to Iron Age

Key question – FIELDWORK STUDY

National Curriculum link: Geographical skills and fieldwork ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐ use the eight points of a compass, four and 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

Key Vocabulary

Long barrows
Burial mounds
Hill forts
Site
Situating
Settlement
Settlers
Constructed
Excavation
Human features
Physical features

Sticky Knowledge

Stand-alone fieldwork unit

Based at Yew Tree Farm / Thrupp Woods

- I know that

Linked Learning

Buzzards (Y3/4) – Spring Year B

Anglo-Saxons

Key Vocabulary

Atlas
Index
European Union
Capital City
Neighbouring
Borders
Rural
Fertile
Farmlands
Originated
Origin
Settlement
Routes

Key question – How can I find out more about Europe?

National Curriculum link: 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

Sticky Knowledge

I can name and find the countries that the Saxons/Jutes/Angles originated from in an atlas.

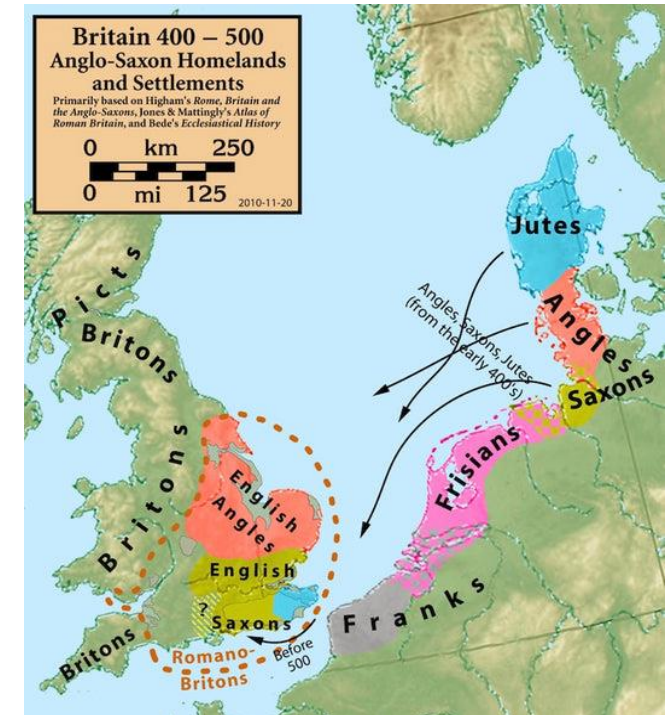
I know that I can use the index of an atlas to find places.

I can trace the routes from Europe that the Anglo-Saxons took.

I can name and locate the capital cities of our neighbouring European countries.

I know some of the countries that make up the European Union (Y4).

Linked Learning



Buzzards (Y3/4) – Summer Year B

Indus Valley Civilisation

Key question – What is so special about the Indus River?

National Curriculum link: Pupils should be taught to describe and understand key aspects of: physical geography, including rivers and 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.

Key Vocabulary

Continent

Bordering countries

Population

Populous

Source

Originates

Mouth

Satellite images

Aerial photographs

Sticky Knowledge

- I can locate India and Pakistan on a map and know that they are in the continent of Asia.
- I can name and locate some of the bordering countries that the Indus Valley would have traded with.
- I know that Asia is the most populous continent on the planet.
- I know that the Indus River is approximately 2000 miles long.
- I know that the Indus River originates in Tibet and flows through India and Pakistan to its mouth at the Arabian Sea.
- I can identify features on aerial / oblique photographs.

Linked Learning

Eagles Autumn A

NB – this topic will change to Ancient Egypt in 2024/2025 and the Knowledge Organisers will be adapted accordingly.

