



# Geography Curriculum

Year 4

# Prior Knowledge

## Things that I know:

There are different regions within a country.

There are four capital cities in the United Kingdom.

There is a difference between a village, town and city.

I can locate France, Spain, Germany, Norway, Italy, Sweden, and North and South America on a map.

## Skills I will need:

Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied.

## Key Question- How do we impact on the Earth?

# Autumn Term

## Subject Specific Concept: Place

Location

Human Physical

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.

Learning Sequence		
1.	Staffordshire Stoke on Trent River Trent Potbank	<p><u>Prior learning: What places do you know about in the UK already? Do you know any human or physical features that could be found there?</u></p> <p><u>Can you name the four countries of the United Kingdom? Can you name the region we live in?</u></p> <p><u>To know that the city Stoke on Trent is in the county Staffordshire.</u></p> <p>Explain that England is made up of counties as well as regions. Staffordshire is the county in the West Midlands that we live in. Can you name any towns in Staffordshire?</p> <p>Ask the children to locate the country Staffordshire on the blank map of England. The children could use the maps provided to help them or the atlases (P.19 only gives the brief outlines not actual names of counties). Get them to use the IPADS to zoom in on Staffordshire and find Stoke on Trent to label this on the same counties map.</p> <p><u>To know a physical and human feature of the county Staffordshire.</u></p> <p>Recap the meanings of physical and human: Physical features- naturally made. Human features- man made.</p> <p>Introduce the River Trent (physical) and the Potbank (human). Can you guess which is a physical feature and which is a human feature from the pictures? The children should know a river is physical from previous year groups learning. See if the children know the names of the features before you introduce them.</p> <p>Explain that the River Trent is a <b>topographical</b> feature: relates to the arrangement or accurate representation of the physical features of an area.</p> <p>Ask the children to complete the table- sketching/writing in the physical (River Trent) and human (Potbank) features in each box for Staffordshire. They might want to label these on the map too - link them up.</p>

## Learning Sequence

2.

Yorkshire  
York  
Yorkshire Dales  
York Minster

Prior learning: Can you name a county in England? What is a city in Staffordshire? What is a physical feature of Staffordshire? What is a human feature of Staffordshire?

To know the city York is in the county Yorkshire.

Reiterate that England is made up of counties as well as regions. Explain we have discussed Staffordshire and now we are locating the county Yorkshire. Yorkshire is split in to North, East, South and West- the children should notice this on the maps.

Ask the children to locate the country Yorkshire on the blank map of England (same map as previous lesson) By using a new map the learning is staying focused on that particularly county. The children could use the maps provided to help them or the atlases (P.19 only gives the brief outlines not actual names of counties). Get them to use the IPADS to zoom in on Yorkshire and find the city of York.

To know a physical and human feature of the county Yorkshire.

Recap the meanings of physical and human:  
Physical features- naturally made  
Human features- man made.

Introduce the Yorkshire Dales (mountains) (physical) and York Minster (human). Can you guess which is a physical feature and which is a human feature from the pictures? See if the children know the names of the features before you introduce them.

Reinforce that the Yorkshire Dales are a **topographical** feature: relates to the arrangement or accurate representation of the physical features of an area. The Yorkshire Dales are hills so they are a topographical feature.

Ask the children to complete the table- sketching/writing in the physical (The dales) and human (Minster) features in each box for Yorkshire. They might want to label these on the map too- link them up.

Learning Sequence	
3.	<div>Derbyshire Derby Peak District Hills/Mountains Carsington Water – manmade reservoir</div> <div><p><u>Prior learning: Can you name some counties in England? What is a city in Yorkshire? What is a physical feature of Yorkshire? What is a human feature of Yorkshire?</u></p><p><u>To know the city Derby is in the county Derbyshire.</u></p><p>Reiterate that England is made up of counties as well as regions. Explain we have discussed Staffordshire and Yorkshire and now we are locating the county Derbyshire.</p><p>Ask the children to locate the country Derbyshire on the blank map of England (same map as previous lesson) By using a new map the learning is staying focused on that particularly county. The children could use the maps provided to help them or the atlases (P.19 only gives the brief outlines not actual names of counties). Get them to use the IPADS to zoom in on Derbyshire and find the city of Derby.</p><p><u>To know a physical and human feature of the county Derbyshire.</u></p><p>Recap the meanings of physical and human: Physical features- naturally made Human features- man made.</p><p>Introduce the Peak District (mountains and hills) (physical) and Carsington Water- manmade reservoir(human). Can you guess which is a physical feature and which is a human feature from the pictures? See if the children know the names of the features before you introduce them.</p><p>Reinforce that the Peak District is a <b>topographical</b> feature: relates to the arrangement or accurate representation of the physical features of an area. The Peak District are a variety of hills and mountains so they are a topographical feature.</p><p>Ask the children to complete the table- sketching/writing in the physical (Peak District) and human (Carsington Water) features in each box for Derbyshire. They might want to label these on the map too- link them up.</p></div>

## Learning Sequence

4.

Cheshire  
Chester  
Cheshire Coast  
City Walls

Prior learning: Can you name some counties in England? What is a city in Derbyshire? What is a physical feature of Derbyshire? What is a human feature of Derbyshire?

To know the city Chester is in the county Cheshire.

Reiterate that England is made up of counties as well as regions. Explain we have discussed Staffordshire, Yorkshire and Derbyshire and now we are locating the county Cheshire.

Ask the children to locate the country Cheshire on the blank map of England (same map as previous lesson) By using a new map the learning is staying focused on that particularly county. The children could use the maps provided to help them or the atlases (P.19 only gives the brief outlines not actual names of counties). Get them to use the IPADS to zoom in on Cheshire and find the city of Chester.

To know a physical and human feature of the county Cheshire.

Recap the meanings of physical and human:

Physical features- naturally made

Human features- man made.

Introduce the Cheshire Coast (physical) and the City Walls (human). Can you guess which is a physical feature and which is a human feature from the pictures? See if the children know the names of the features before you introduce them.

Reinforce that the Cheshire Coast is a **topographical** feature: relates to the arrangement or accurate representation of the physical features of an area. The Cheshire Coast is a coastline so they are a topographical feature.

Ask the children to complete the table- sketching/writing in the physical (Coast) and human (City Walls) features in each box for Cheshire. They might want to label these on the map too- link them up.


Learning Sequence		
5.	Comparing Counties and Cities	<p>Prior learning: <u>Can you name some counties in England? What is a city in Cheshire? What is a physical feature of Cheshire? What is a human feature of Cheshire?</u></p> <p><u>To label all four of the counties and cities.</u></p> <p>Give the children a final blank map of England and get them to locate and label Staffordshire (Stoke on Trent); Yorkshire (York), Derbyshire (Derby) and Cheshire (Chester)- this is a good form of assessment and revisiting of prior learning.</p> <p><u>To be able to sort the features of each county in to physical and human.</u></p> <p>Ask the children to sort the pictures of all the human and physical features from the four counties in to the correct side of the chart. Children could also write the name of the features as well.</p>

Learning Sequence		
6.	Land use patterns – changes over time	<p><u>Prior learning: Can you name four counties in the United Kingdom? Can you name four cities in the United Kingdom? Can you name one physical feature? Can you name one human feature?</u></p> <p><u>To be able to explain land use patterns and how they change over time.</u></p> <p>Explain what land use patterns are: the layout or arrangement of the uses of the land. How many different uses for land are there? Can the children name any? (Transport, agricultural: farming, recreational, residential). Land use is used to describe the function of the land e.g. in rural areas it can be used for farming or in urban areas for housing and shops. Rural: relating to the countryside Urban: where many people live with many buildings.</p> <p>Ask the children to draw some pictures for the different land use patterns in each box.</p> <p>What is the land use like around our school in Stone? Children could look at how land use has changed around school in Stone by using the maps from present day and 1879. What can they notice about them? What was the land like then- probably more agricultural, more countryside- look at white spaces on the map. What is it like now- more urban, more housing, more shops- the map is more full. Why might these changes to the land use patterns have occurred? (population growth- residential, recreational, transport). Ask the children to complete the grids about what the land use patterns were like in Stone before and what they are like now?</p> <p><u>Fieldwork: children go for a geography walk around Stone to see what the land patterns are like and what purposes the land now has.</u></p>

Learning Sequence		
7.	Assessment	

# Year 4 Autumn Term

## Location, Human, Physical – Knowledge Organiser

<u>Vocabulary</u>	<u>Knowledge</u>	<u>Subject Specific Vocabulary</u>	
<p>counties cities of the United Kingdom, geographical regions human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), land-use patterns;</p> <p>Staffordshire Stoke on Trent River Trent Potbank</p> <p>Yorkshire York Yorkshire Dales York Minster</p> <p>Derbyshire Derby Peak District Hills/Mountains Carsington Water – manmade reservoir</p> <p>Cheshire Chester City Walls Cheshire Coast</p>	<ul style="list-style-type: none"> <li>Know key topographical features (including hills, mountains, coasts and rivers).</li> <li>Know land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Know, name and locate 4 counties and cities of the United Kingdom and their geographical regions, identifying human and physical characteristics.</li> </ul>	topographical	Relates to the arrangement or accurate representation of the physical features of an area.
		land-use patterns	The layout or arrangement of the uses of the land e.g. agriculture
		agriculture	The practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
	<u>Skills</u> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied.</li> </ul>		

# Resources

- Collins Primary Atlas 7+



# COUNTIES OF ENGLAND



Locate and Label Staffordshire and Stoke on Trent





River Trent



Potbank

Physical Feature	Human Feature



# COUNTIES OF ENGLAND



Locate and Label Yorkshire and York.





Yorkshire Dales



York Minster

Physical Feature	Human Feature



# COUNTIES OF ENGLAND



Locate and Label Derbyshire and Derby.





Peak District



Carsington Water- manmade reservoir

Physical Feature	Human Feature



# COUNTIES OF ENGLAND



Locate and Label Cheshire and Chester.





Cheshire Coast



Chester City Walls

Physical Feature	Human Feature

Locate all four counties and cities



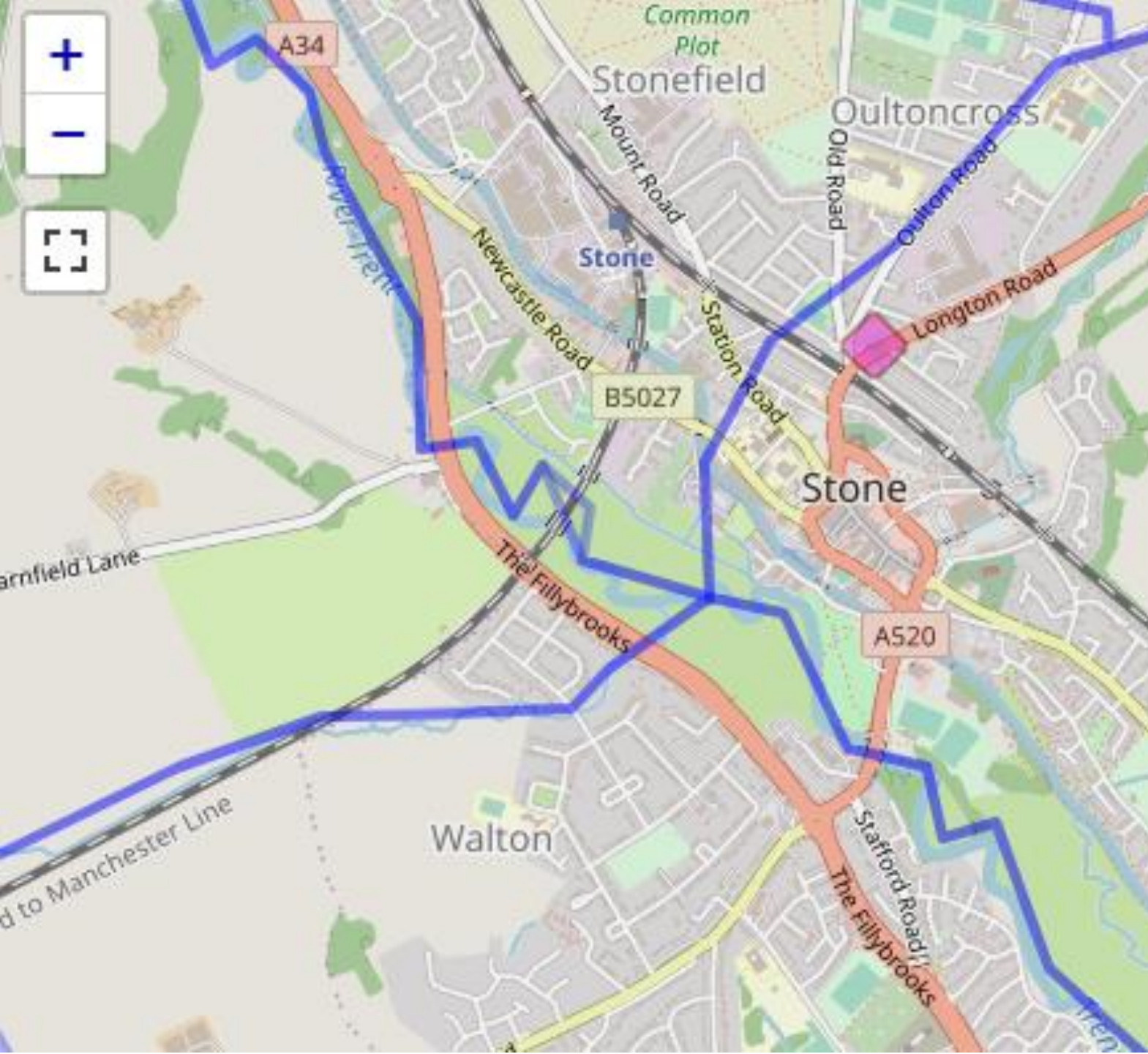
Counties	
Physical Features	Human features

Use previous pictures  
however make them  
smaller.

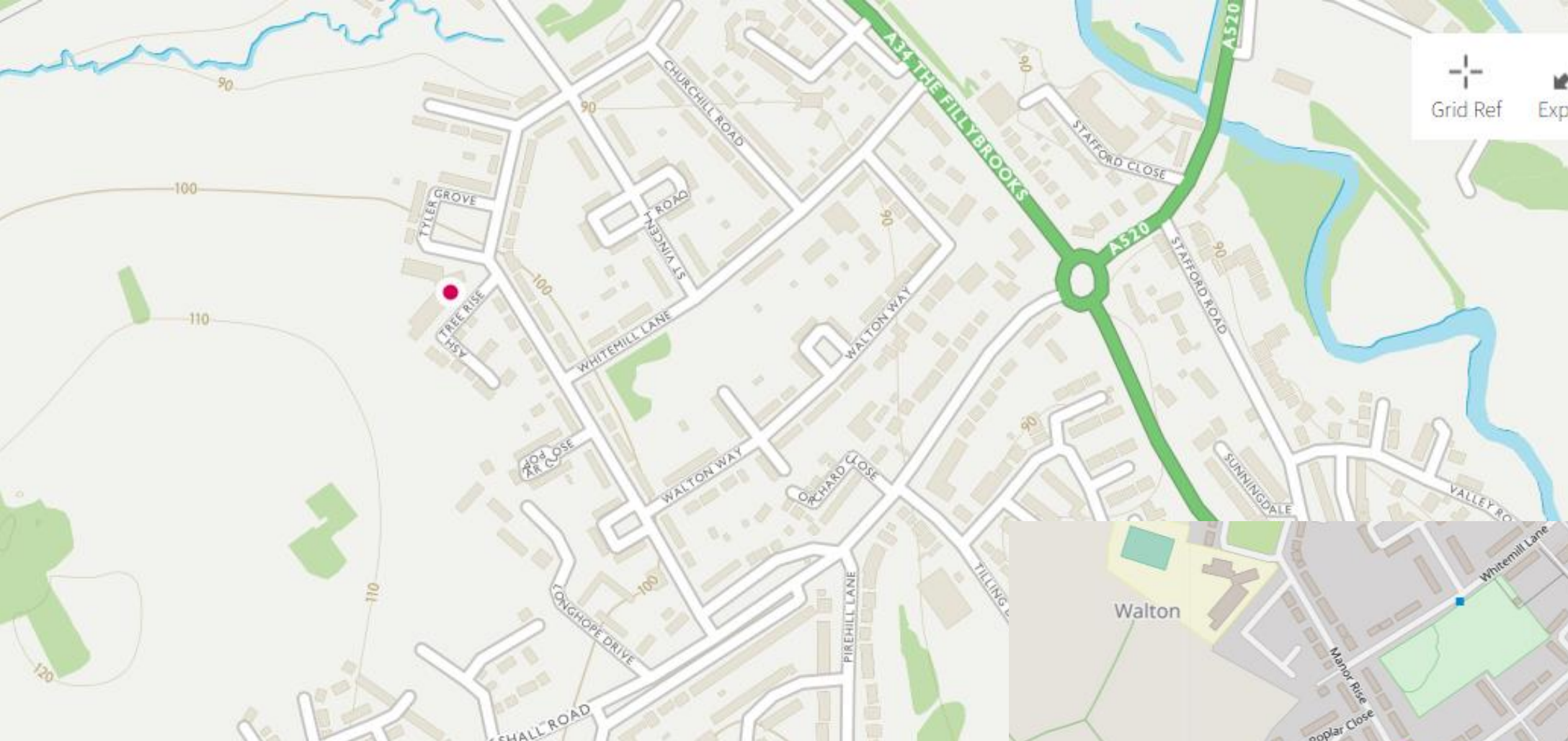
Agricultural	Transport
Residential	Recreational



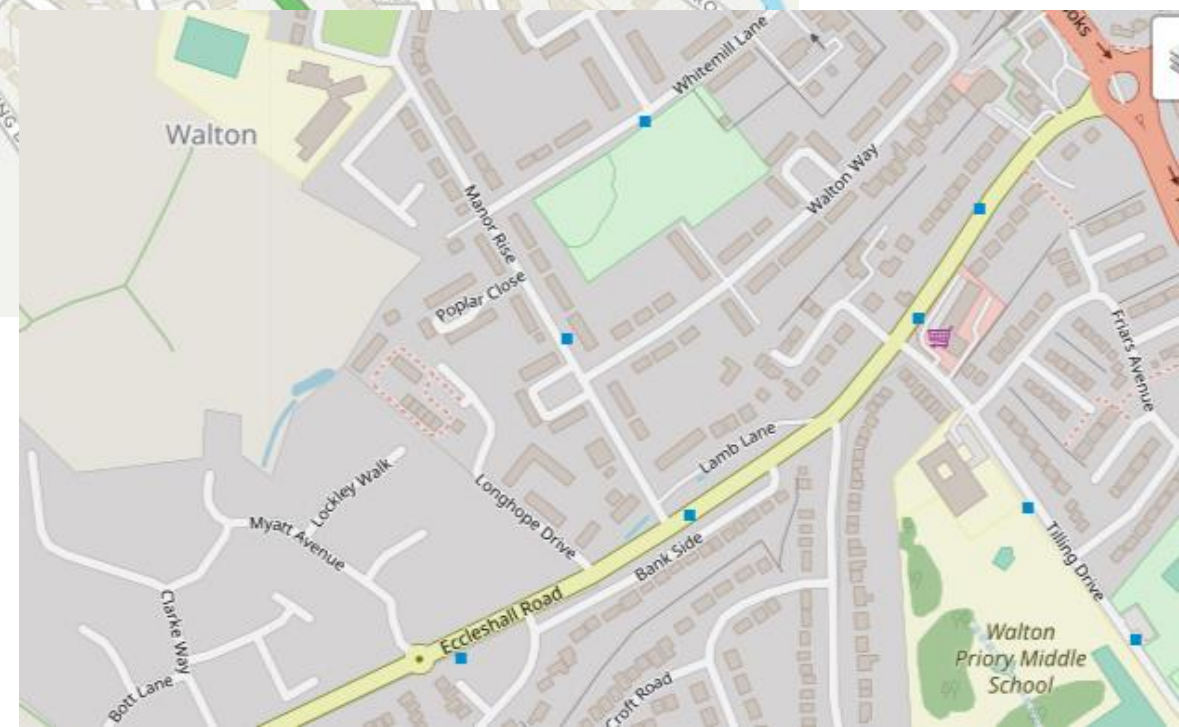
Map of Stone 1879



Map of Stone Present day



Zoomed in to show location of our school



Location	How the land was used before	How the land is used now
Stone		

# Assessment

Locate the counties Staffordshire, Yorkshire, Derbyshire and Cheshire:



Which UK city is missing:

York

Derby

Chester

-----

What as a topographical feature?

-----  
-----  
-----

# Assessment

Can you name a physical feature for the cities of Derby and Chester?

---

---

---

Can you name a human feature of the cities Stoke-on-Trent and York?

---

---

---



# Geography Curriculum

Year 4

# Prior Knowledge

Things that I know:	Skills I will need:
France, Spain, Norway, Germany, Sweden and Italy are European countries.	To use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.
I know that the Equator is an invisible line that runs around the centre of the Earth.	To use a map to orient an unfamiliar place using sketch maps, plans and graphs.
	To use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.

# Spring Term

## Subject Specific Concept: Scale

### Place

Identify the position and significance of major cities around the world.

Learning Sequence		
1.	Identify and Locate Paris	<p><u>Prior learning:</u> <u>Concept: What is the position of the Equator? What would be the problem of a country being surrounded by other countries instead of the sea?</u> <u>What continent is the United Kingdom in? What countries are in Europe? What is the Equator?</u></p> <p><u>To identify and locate Paris.</u></p> <p>What is a capital city? Recap from previous learning- a city where the countries government is located.</p> <p>What is a major capital city? A city with a population in excess of 250,000 inhabitants.</p> <p>Introduce that we are going to be locating major capital cities around the world. Ask the children to locate France in an atlas. What continent is it part of? Atlas: P.12-13, P.16 Children should be able to use some of their prior learning to help them.</p> <p>See if the children can identify the major capital city in France. (Paris) Atlas: P.16 Ask the children to colour and label France and Paris on a world map.</p>

Learning Sequence		
2.	Identify and Locate Madrid	<p><u>Prior learning: What countries are in Europe? Which one have we located so far? Can you name the major capital city of France?</u></p> <p><u>To identify and locate Madrid.</u></p> <p>What is a capital city? Recap from previous learning- a city where the countries government is located.</p> <p>What is a major capital city? A city with a population in excess of 250,000 inhabitants.</p> <p>Introduce that we are going to be locating major capital cities around the world. Ask the children to locate Spain in an atlas. What continent is it part of? Atlas: P.12-13, P.16 Children should be able to use some of their prior learning to help them.</p> <p>See if the children can identify the major capital city in Spain. (Madrid) Atlas: P.16 Ask the children to colour and label Spain and Madrid on a world map.</p>
Learning Sequence		
3.	Identify and locate Berlin	<p><u>Prior learning: What countries are in Europe? Which ones have we located so far? Can you name the major capital city of France? Can you name the major capital city of Spain?</u></p> <p><u>To identify and locate Berlin.</u></p> <p>What is a major capital city? A city with a population in excess of 250,000 inhabitants.</p> <p>Recap- play a game with the children where they need to go to the correct city. E.g. Go to the sign in the classroom.</p> <p>Introduce that we are going to be locating major capital cities around the world. Ask the children to locate Germany in an atlas. What continent is it part of? Atlas: P.12-13, P.16 Children should be able to use some of their prior learning to help them.</p> <p>See if the children can identify the major capital city in Germany. (Berlin) Atlas: P.16 Ask the children to colour and label Germany and Berlin on a world map.</p>

Learning Sequence		
4.	Identify and Locate Oslo.	<p><u>Prior learning: Which countries have we located so far? Can you name the major capital city of France? Can you name the major capital city of Spain? Can you name the major capital city of Germany?</u></p> <p><u>To identify and locate Oslo.</u></p> <p>What is a major capital city? A city with a population in excess of 250,000 inhabitants.</p> <p>Recap- play a game with the children where they need to go to the correct city. E.g. Go to the sign in the classroom.</p> <p>Introduce that we are going to be locating major capital cities around the world. Ask the children to locate Norway in an atlas. What continent is it part of? Atlas: P.12-13, P.16 Children should be able to use some of their prior learning to help them.</p> <p>See if the children can identify the major capital city in Norway. (Oslo) Atlas: P.16 Ask the children to colour and label Norway and Oslo on a world map.</p>
Learning Sequence		
5.	Identify and Locate Rome.	<p><u>Prior learning: Can you name the major capital city of France? Can you name the major capital city of Spain? Can you name the major capital city of Germany? Can you name the major capital city of Norway?</u></p> <p><u>To identify and locate Rome.</u></p> <p>What is a major capital city? A city with a population in excess of 250,000 inhabitants.</p> <p>Recap- play a game with the children where they need to go to the correct city. E.g. Go to the sign in the classroom.</p> <p>Introduce that we are going to be locating major capital cities around the world. Ask the children to locate Italy in an atlas. What continent is it part of? Atlas: P.12-13, P.16 Children should be able to use some of their prior learning to help them.</p> <p>See if the children can identify the major capital city in Italy. (Rome) Atlas: P.16 Ask the children to colour and label Italy and Rome on a world map.</p>

Learning Sequence		
6.	Identify and Locate Washington D.C.	<p><u>Prior learning: Can you name the major capital city of France? Can you name the major capital city of Spain? Can you name the major capital city of Germany? Can you name the major capital city of Norway? Can you name the major capital city of Italy?</u></p> <p><u>To identify and locate Washington DC.</u></p> <p>What is a major capital city? A city with a population in excess of 250,000 inhabitants.</p> <p>Recap- play a game with the children where they need to go to the correct city. E.g. Go to the sign in the classroom.</p> <p>Introduce that we are going to be locating major capital cities around the world. Ask the children to locate The United States of America (USA) in an atlas. What continent is it part of? Recap North and South America. Atlas: P.12-13, P.42-43 Children should be able to use some of their prior learning to help them.</p> <p>See if the children can identify the major capital city in the USA. (Washington DC) Atlas: P.42-43 Ask the children to colour and label USA and Washington DC on a world map.</p>

Learning Sequence		
12.	Assessment	

# Year 4 Summer Term

## Location – Knowledge Organiser

### Vocabulary

Paris  
Madrid  
Berlin  
Oslo  
Rome  
Washington DC

Identify  
position significance

### Knowledge

- Know 6 major capital cities of the world.

### Subject Specific Vocabulary

major city

A city in which the country's government resides and has a large population.

### Skills

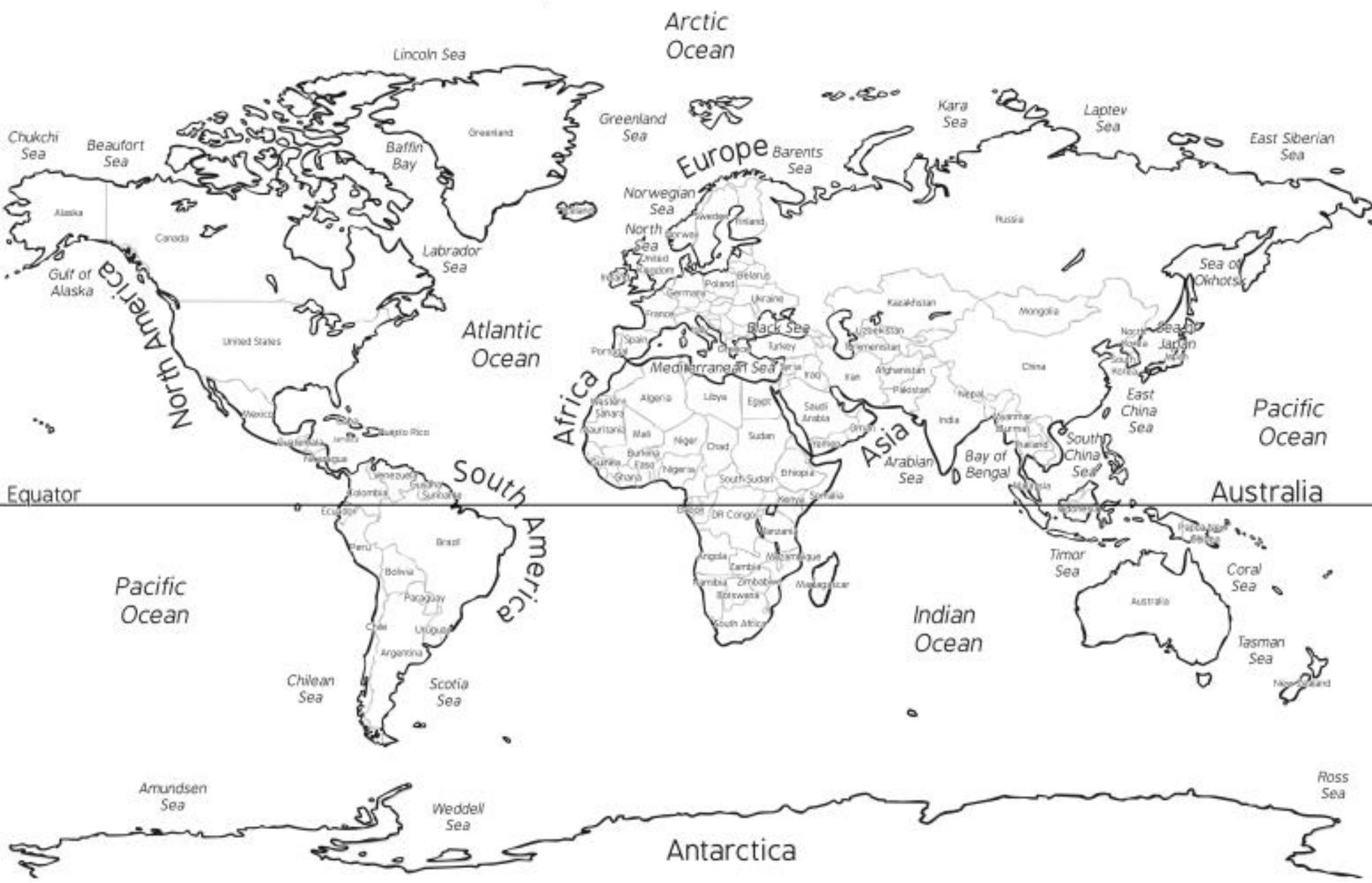
- To use a map to orient an unfamiliar place using sketch maps, plans and graphs.
- To use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.



# Resources

- Collins Primary Atlas 7+

# Map of the World





Map to locate  
all countries  
and major  
capital cities

# Signs for Classroom Game

Madrid

Oslo

Paris

Rome

Berlin Washington DC

# Assessment

Fill in the table with the missing countries and major capital cities:

<u>Country</u>	<u>Major Capital City</u>
Spain	
	Paris
Norway	
	Rome

# Assessment

Locate Paris and Madrid on the map. What countries would you find them in?





# Geography Curriculum

Year 4

# Prior Knowledge

Things that I know:	Skills I will need:
France, Spain, Norway, Germany, Sweden and Italy are European countries.	To identify the different hemispheres on a map.
I know that the Equator is an invisible line that runs around the centre of the Earth.	To use a map to orient an unfamiliar place using sketch maps, plans and graphs.
	To use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.

Key Question- Should children be responsible for the planet?

Learning Sequence		
2.	Identify the position and significance of latitude and longitude.	<p><u>Prior learning: What major capital cities of the world can you remember? What is the Earth split in to?</u></p> <p><u>To identify the position and significance of latitude and longitude.</u></p> <p>Show the children the video explaining what latitude and longitude are.  <a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr</a></p> <p>The lines extending around the Earth vertically are called lines of longitude. The lines extending around the Earth horizontally are called lines of latitude. Children can use P.3 in the atlas.</p> <p>Watch the video to learn about how coordinates link with latitude and longitude.  <a href="https://www.youtube.com/watch?v=FEKFRV29Sk4">https://www.youtube.com/watch?v=FEKFRV29Sk4</a></p> <p>Ask the children to use the latitude and longitude map to answer the questions.</p>

Learning Sequence		
3.	Identify the position and significance of the Tropics of Cancer and Capricorn.	<p><u>Prior learning: What is the Earth split in to? What are lines of latitude? What are lines of longitude?</u></p> <p><u>To identify the position and significance of the tropics of Cancer and Capricorn.</u></p> <p>The tropics are regions of the Earth that lie roughly in the middle of the globe.</p> <p>The Tropic of Cancer is the most northern latitude on the Earth where the sun can appear directly overhead.  The Tropic of Capricorn is the most southern latitude on the Earth where the sun can appear directly overhead.</p> <p>Ask the children to label the Tropics on a world map. To recap they can also label the Equator and the Northern and Southern Hemispheres. Use the atlas P.14-15 to help them.</p>

Learning Sequence		
4.	Identify the position and significance of the Arctic and Antarctic Circle	<p><u>Prior learning: What is the Earth split in to? What are lines of latitude? What are lines of longitude? What are the Tropics of Cancer and Capricorn?</u></p> <p><u>To identify the position and significance of the Arctic and Antarctic Circles.</u></p> <p>The circles are imaginary lines that surround the north and south poles at 66.5 degrees latitude. The Arctic Circle is a line of latitude at 66.5 degrees north of the equator and the Antarctic Circle is a line of latitude at 66.5 degrees south.</p> <p>Ask the children to use P.14-15 in the atlas to mark the Arctic and Antarctic circles on the world map.</p>

Learning Sequence		
5.	Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)	<p><u>Prior learning: What is the Earth split in to? What are lines of latitude? What are lines of longitude? What are the Tropics of Cancer and Capricorn? What is the Arctic and Antarctic Circles?</u></p> <p><u>To identify the position and significance of the Prime/Greenwich Meridian and time zones in the Eastern and Western Hemisphere.</u></p> <p>If Horizontally we have the equator, what runs vertically?</p> <p>This is called the Greenwich Meridian. It is the point where East meets west at 0,0 coordinates. The prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere, often called the Greenwich meridian.  <a href="https://www.rmg.co.uk/stories/topics/what-prime-meridian-why-it-greenwich">https://www.rmg.co.uk/stories/topics/what-prime-meridian-why-it-greenwich</a></p> <p>Where? What country/city does the Prime Meridian line go through?</p> <p>Show me game: Show me Equator (move arms horizontally) Show me Greenwich Meridian (move arms vertically)</p> <p>Ask the children to add the Meridian Line to the map from the previous lesson. Use the atlas P.14-15 to label the prime line correctly. Label the Eastern and Western Hemispheres also.</p> <p>Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones. Now show the class the <a href="#">time zone map from Wikipedia</a> and explore how the time zones are plus hours (ahead of UTC) towards the east and minus hours (behind UTC) towards to west.</p> <p>Ask the children to complete the questions on working out the time zones in different places using the Prime Meridian line to help.</p> <p>(Extra Activity if you think it will enhance the learning and understanding.          Demonstrate a full day of daylight around the world by wrapping a large elastic band around a globe from the North Pole to the South Pole. Position the band on one side to travel from Pole to Pole through the Prime Meridian in London; the other side is then on the opposite side of the world at the International Date Line. Shine a torch at the globe at the International Date Line and hold the torch light still as you slowly rotate the globe towards the east, showing where daylight falls first and then passes the lines of longitude from right to left on its full rotation back to the International Date Line).</p>
Learning Sequence		
6.	Assessment	

# Year 4 Summer Term

## Location – Knowledge Organiser

### Vocabulary

Identify  
position significance  
latitude  
longitude  
Equator

Northern  
Hemisphere

Southern  
Hemisphere

Tropics of Cancer  
and Capricorn

Arctic and Antarctic  
Circle

The  
Prime/Greenwich  
Meridian

time zones

### Knowledge

- Know how to identify the position of and understand the significance of latitude and longitude
- Know how to identify the position of and understand the significance of the Equator, Northern Hemisphere and Southern Hemisphere
- Know how to identify the position of and understand the significance of the Tropics of Cancer and Capricorn.
- Know how to identify the position of and understand the significance of the Arctic and Antarctic Circle.
- Know how to identify the position of and understand the significance of the Prime/Greenwich Meridian and time zones (including day and night).

### Skills

- To identify the different hemispheres on a map.
- To use a map to orient an unfamiliar place using sketch maps, plans and graphs.
- To use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.

### Subject Specific Vocabulary

#### Greenwich meridian

The prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere, often called the Greenwich meridian.

#### longitude

The lines extending around the Earth vertically are called lines of longitude.

#### latitude

The lines extending around the Earth horizontally are called lines of latitude.

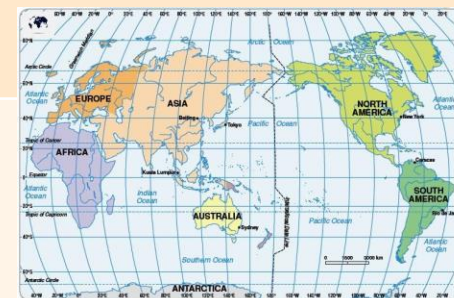
#### Hemisphere

A half of the earth, usually as divided into northern and southern halves by the equator.

#### tropics

The tropics are regions of the Earth that lie roughly in the middle of the globe.

#### time zones



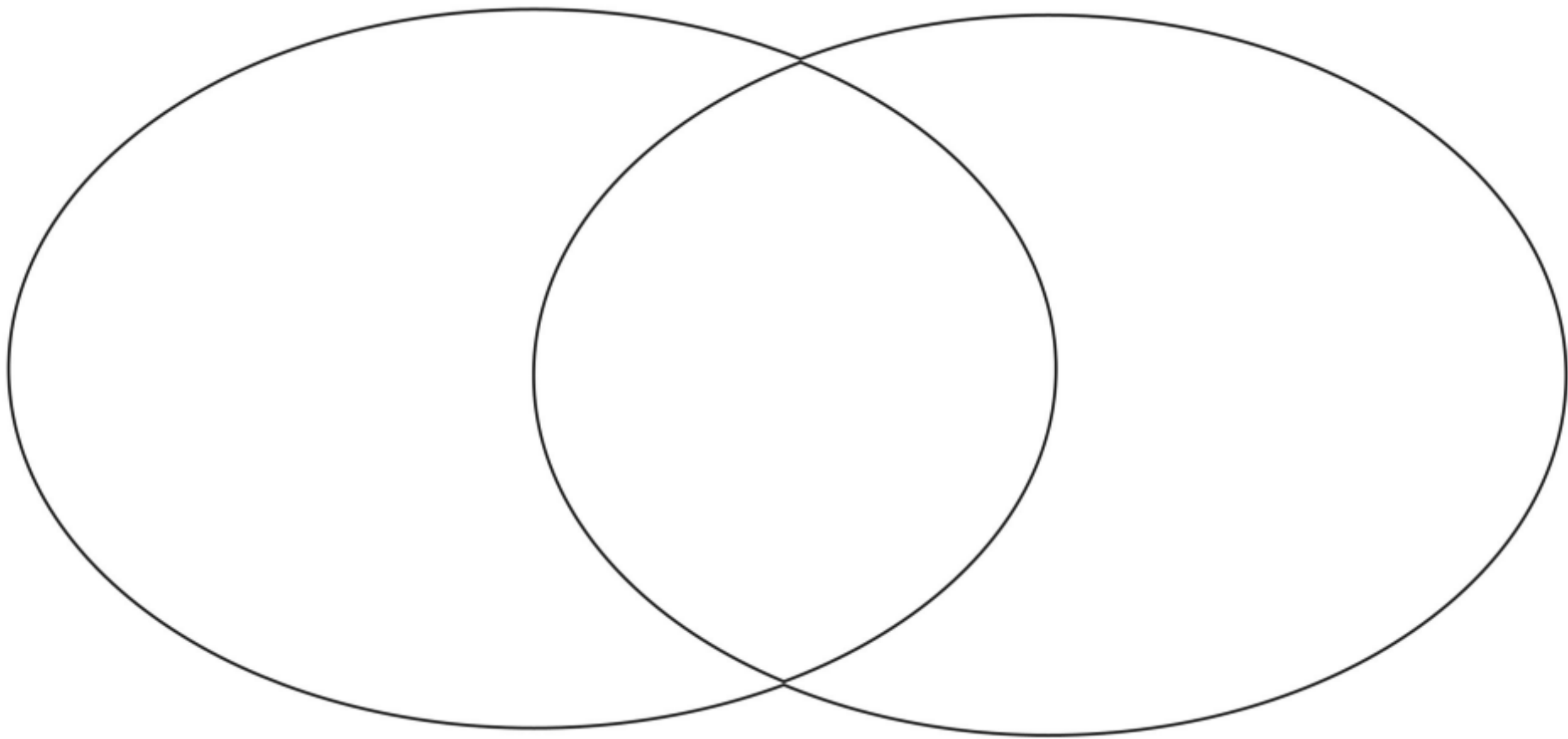
Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones.

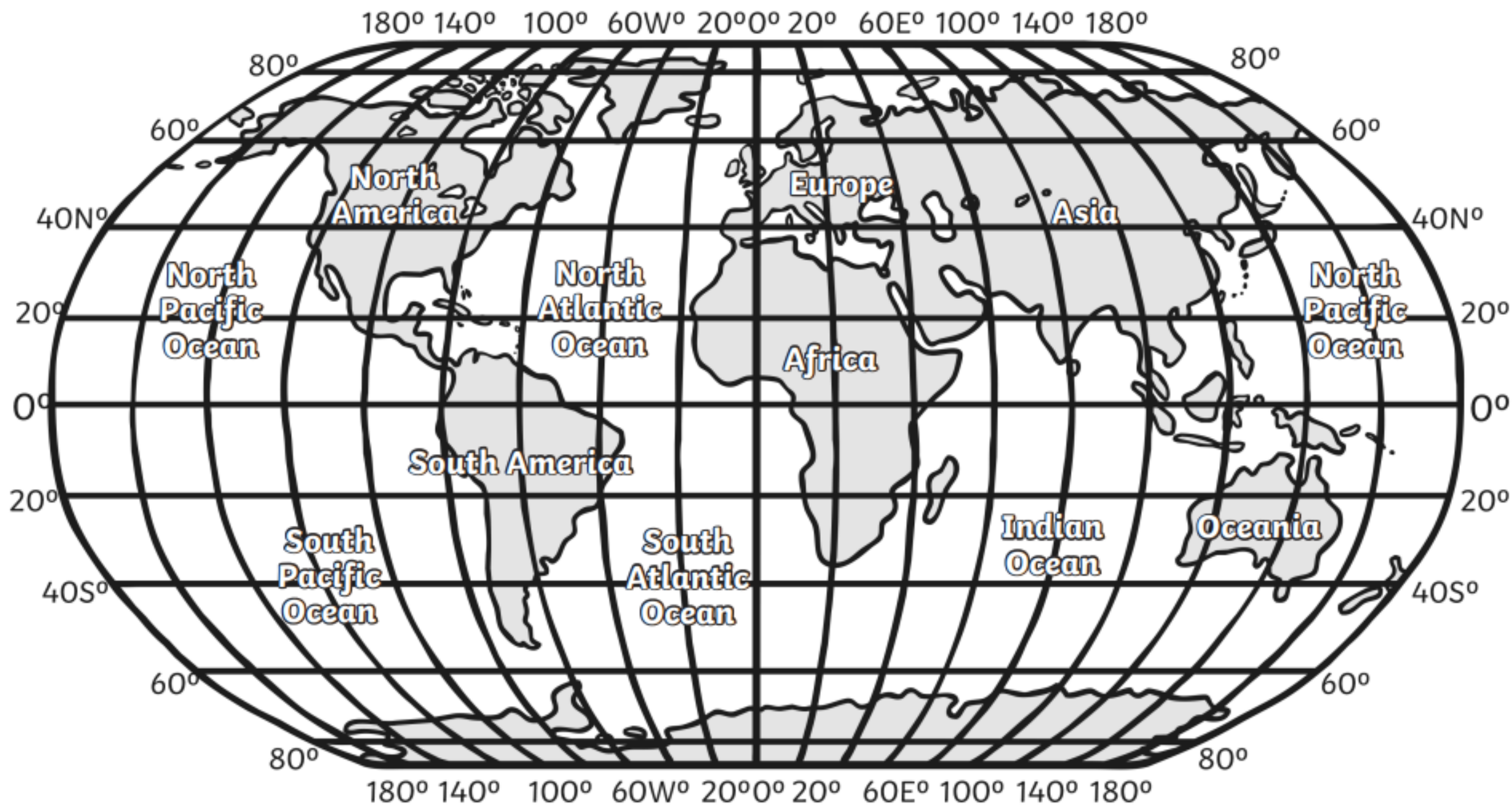
# Resources

- <https://www.youtube.com/watch?v=JPcBlfKJtdU>
- <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>
- <https://www.youtube.com/watch?v=FEKFRV29Sk4>
- <https://www.rmg.co.uk/stories/topics/what-prime-meridian-why-it-greenwich>



Map the locate  
Equator and  
Northern and  
Southern  
Hemispheres





Example:

At what coordinates would find Italy?

Answer: 40N,20E

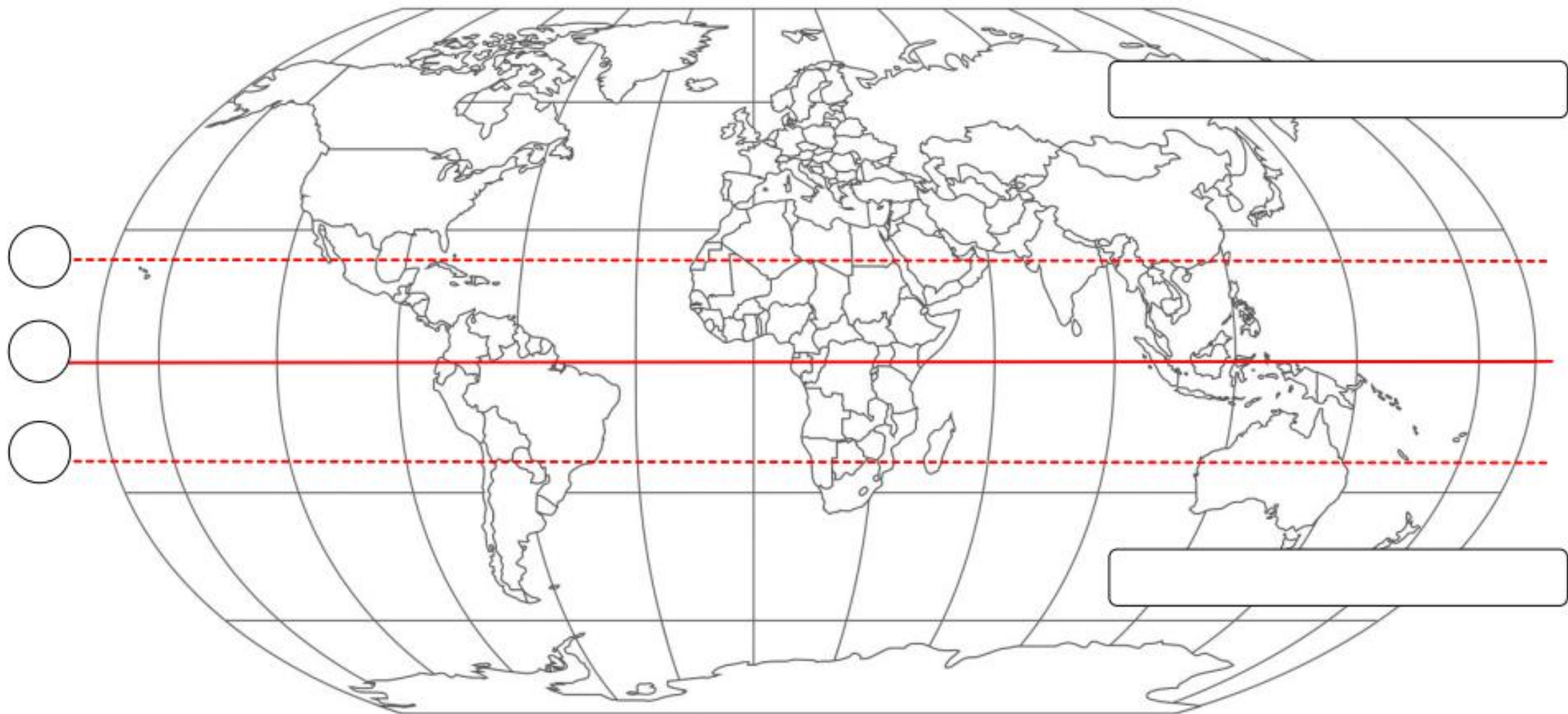
Reminder: latitude comes first then longitude.

Questions for the children to answer:

At what coordinates would you find the continent South America?

At what coordinates would you find the United Kingdom?

At what coordinates would you find the Indian Ocean?

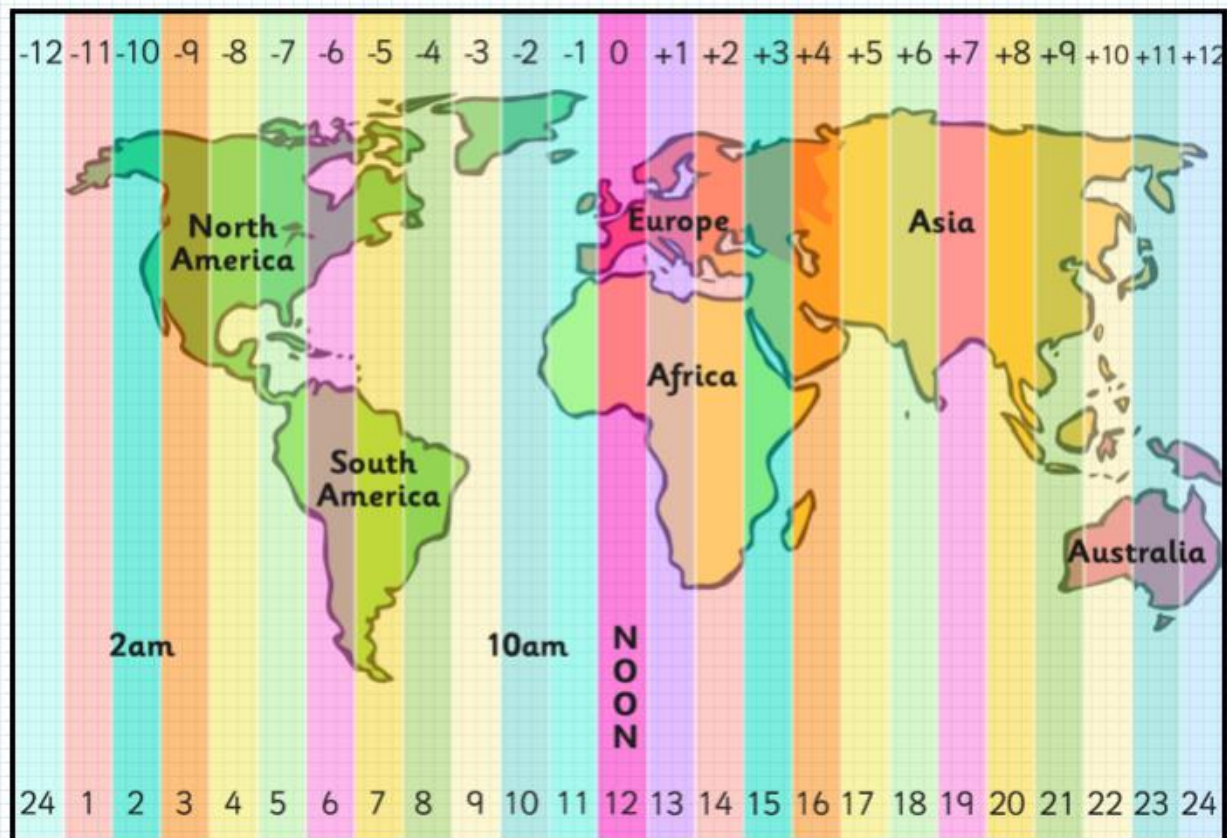




Work out what time it would be in the following places if it is 12 noon in Greenwich, London.

Place	Time (if 12 noon in Greenwich)
Iceland (+ 0 hours)	
Chile (- 3 hours)	
Seattle, USA (- 8 hours)	
Ecuador (- 5 hours)	
Florida, USA (- 5 hours)	
Italy (+ 1 hours)	
Madagascar (+ 3 hours)	
Sydney, Australia (+ 11 hours)	
Japan (+ 9 hours)	

## World Time Zones: How it Works



# Assessment

What is latitude?

---

---

---

What is longitude?

---

---

Explain the Tropics of Cancer and Capricorn?

---

---

---

# Assessment

Label the Equator, The Northern and Southern Hemispheres, The Greenwich Meridian Line and the Eastern and Western Hemispheres.

