## Topic Plan

## Year 4

## Autumn 1 - Where in the World?

| Key Skills |
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| - To find out about lines of latitude and longitude and how to identify them. <br> - To know how lines of longitude and latitude tell us what a place is like. <br> - To find exact locations around the world using lines of longitude and | latitude.

- To understand the term time zones and how they affect us.
- North and south are located using a compass or identifying the position of the Sun in the sky at certain times in the day, for example it rises in the east of the United Kingdom and sets in the west.
- Both latitude and longitude are imaginary lines that were invented by ancient explorers as humans began to travel lengthy distances. In 190-120 BC a Greek astronomer called Hipparchus was the first to identify location using latitude and longitude as coordinates.
- The continent of Africa spans the northern and southern hemispheres. The line of the equator runs through African countries, such as Kenya.
- Lines of latitude also tell us about the climate of a location, such as the tropics or polar regions.


## Key Vocabulary

- Latitude regions with reference to their temperature and distance from the equator.
- parallel two or more lines that are parallel to each other are the same distance apart at every point.
- longitude the distance of a place east or west of the Greenwich meridian, measured in degrees .
- horizontal flat and level; going across and parallel to the ground rather than going up and down.
- Circumnavigate sail or travel all the way around something.
- vertical going straight up or down from a level surface or from top to bottom in a picture constitutes be (a part) of a whole.
- meridian one of the lines that is drawn from the North Pole to the South Pole on a map of the world.
- equator an imaginary line around the earth at an equal distance from the North and South Poles.


Reading and Writing Links

## Writing:

- Non-chronological report.
- Diary entry.

Reading - Class text for guided reading - 'Pugs of the Frozen North' by Phillip Reeve and Sarah McIntyre.
We are developing the children's ability to infer and extract information from a text within school. To support this, it is vital that the children are reading at least 5 times per week at home for 30 minutes. They should record this in their reading record and ask an adult from home to initial it.

