



Y4 – Geography - My region and Campania

What are the similarities and differences between my region and Campania, Italy?



Overview of learning

In this unit, children will learn about the world and how it is represented on maps, leading to a regional comparison between Campania in Italy and their own region in England. They will recap the countries and capital cities of the United Kingdom before exploring the countries and capital cities of Europe. The focus will then move to Italy, where children will study its key human and physical features before learning in greater depth about the Campania region.

Children will learn about earthquakes and volcanoes and how these affect the landscape and people of Campania. They will then complete case studies of the region, comparing its physical features, settlements and land use with their own region in England. Finally, children will establish the similarities and differences between the two regions.

Knowledge and understanding objectives

NC KS2:

Children will:

- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their key physical and human characteristics, countries, and major cities
- 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)
- identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country
- describe and understand key aspects of human geography including types of settlement
- describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key vocabulary

Tier 1: place, rock, shake

Tier 2: capital city, climate, compare, country, county, damage, depend, erupt, evidence, globe, landmark, land use, map, parallel, population, pressure, reason, region, settlement, structure, tourism, trade

Tier 3: active volcano, continents, earthquake, equator, hemisphere, human feature, landform, latitude, longitude, Mediterranean, mountain range, peninsula, physical feature, tectonic plates

Previous learning

In Year 1, children explored their immediate surroundings through fieldwork in the school grounds and local park, identifying simple human and physical features. They also developed early locational knowledge by learning about their school's place in the wider world.

In Year 2, children studied their local area in more depth and compared it with contrasting locations around the world, such as Luxor in Egypt, Tulum in Mexico and Tromsø in Norway, developing an understanding of similarities and differences in human and physical geography. They also investigated weather and climate through fieldwork, linking patterns of weather to seasonal change.

In Year 3, children investigated the conservation of bees and different types of land use through fieldwork, deepening their understanding of how humans interact with the environment. They also built secure locational knowledge of the United Kingdom, including countries, regions and key topographical features.

Future learning

Year 5 – Children will broaden their locational knowledge by discovering the different countries and capital cities of North America before focusing in depth on the Western United States. They will study climate zones, biomes, vegetation belts, earthquakes and volcanoes, and physical processes such as rivers and mountains.

Year 6 – Children will carry out an in-depth study of the economic activity of the United Kingdom, exploring the three main economic sectors and their environmental impact.

Possible misconceptions

Children may think that lines such as the equator, tropics or borders between countries are physical features that can be seen on the ground, rather than imaginary lines used to help us describe locations. They may also assume that all countries, regions or settlements are the same size, for example thinking that all cities are larger than towns, when this can vary. When studying earthquakes and volcanoes, children might believe these natural hazards happen randomly, rather than being caused by movements of the Earth's surface, and they may assume that all volcanoes are active or erupt in the same way. When comparing Campania with their own region, children might oversimplify by assuming places with similar features are 'the same,' or that differences mean they cannot share common characteristics. Some children may also think land use is fixed, rather than recognising that it changes over time due to human and environmental factors.

Unit overview

What are the similarities and differences between my region and Campania, Italy?

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge



Use maps and globes to identify continents and oceans



Identify and describe human and physical features of the UK and my region, including topographical features such as hills, rivers and coasts



Locate and label European countries and capital cities on a map



Identify and describe Italy's main human and physical features, including regions, mountains and cities



Explain how movement of the Earth's crust causes earthquakes and volcanoes



Describe earthquakes and their impact on land and people



Describe volcanoes and their effects on landscapes and people



Identify and compare physical features of Campania and my region



Locate and describe key human features of Naples



Identify how land is used in Campania and explain how land use relates to economic activity



Compare Campania and my region in terms of geographical features and land use

Geographical concepts



Develop an understanding of how places are arranged across the world



Explore how the same place looks different on a map and globe and how each helps us understand location and distance



Explain how the mix of human and physical features make a region a unique place



Understand how Europe is made up of many countries, each with their own capital city and human and physical landmarks



Explain how Italy's location influences its features



Understand the natural processes that create earthquakes and volcanoes



Explore how earthquakes damage buildings and change lives



Explore the benefits and dangers of living near a volcano



Explain similarities and differences in landscapes



Compare key features of Naples with my own region



Understand how people depend on farming, tourism and industry



Identify geographical similarities and differences between Campania and my region

Unit overview

What are the similarities and differences between my region and Campania, Italy?

What are the geographical features of the world?	What are the key geographical features of the UK and my region?	What is the geography of Europe, Italy and the Campania region?	How do earthquakes and volcanic eruptions happen?				What are the key physical and human features of Campania, Italy and how do they compare to my region?			
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
Key question: How is the world represented on maps and globes?	Key question: What are the key features of the UK and my region?	Key question: What are Europe's key human and physical features?	Key question: What are the key geographical features of Italy?	Key question: Why do earthquakes and volcanoes happen?	Key question: What are earthquakes and how do they affect people and places?	Key question: What are volcanoes and how do they affect people and places?	Key question: What are the key physical features of Campania, Italy and how do they compare to my region?	Key question: What makes Naples an important settlement in Campania?	Key question: How is land used in Campania, Italy and what are the main economic activities?	Key question: What are the similarities and differences between my region and Campania, Italy?
Learning objective: I can use maps and globes to describe how the world is represented.	Learning objective: I can identify the key human and physical features of the UK and my own region.	Learning objective: I can locate countries and capital cities in Europe and describe their human and physical features.	Learning objective: I can describe the key human and physical features of Italy.	Learning objective: I can explain why earthquakes and volcanoes happen.	Learning objective: I can describe what earthquakes are and explain how they affect people and places.	Learning objective: I can describe what volcanoes are and explain how they affect people and places.	Learning objective: I can identify the key physical features of Campania and compare them with my own region.	Learning objective: I can describe Naples, a key settlement in Campania.	Learning objective: I can explain how land is used in Campania and identify the main economic activities.	Learning objective: I can explain the similarities and differences between my own region and Campania.
Success criteria: Children will be able to identify the difference between a map and a globe, locate continents and oceans using a map or globe and explain why maps and globes are useful for geographers.	Success criteria: Children will be able to name and locate my region and county on a map, describe key human and physical features of the UK and my region and explain how a combination of human and physical features makes my region a unique place.	Success criteria: Children will be able to locate European countries and their capital cities on a map, describe some key human and physical features of Europe and explain how Europe is made up of different countries.	Success criteria: Children will be able to locate Italy and its capital city on a map, describe Italy's main human and physical features and explain how Italy's location influences its characteristics.	Success criteria: Children will be able to explain in simple terms what causes earthquakes and volcanoes, explain how movements of the Earth's crust cause earthquakes and volcanoes and link earthquakes and volcanoes to changes in the landscape.	Success criteria: Children will be able to describe what an earthquake is, explain how earthquakes can change the land and buildings and give examples of how earthquakes affect people's lives.	Success criteria: Children will be able to describe what a volcano is, explain what happens when a volcano erupts and give examples of how volcanoes affect people's lives.	Success criteria: Children will be able to identify the main physical features of Campania, compare Campania's features with those in my own region and explain similarities and differences in landscapes.	Success criteria: Children will be able to locate Naples, the main settlement of Campania and describe key features of Naples.	Success criteria: Children will be able to describe how land is used in Campania, identify the main economic activities of the region and explain how land use relates to the main economic activities of Campania.	Success criteria: Children will be able to identify similarities between my region and Campania, identify differences between my region and Campania and explain what makes each region unique.
Cumulative quiz: Q1 – 3	Cumulative quiz: Q4 – 6	Cumulative quiz: Q7 – 9	Cumulative quiz: Q10 – 12	Cumulative quiz: Q13 – 15	Cumulative quiz: Q16 – 18	Cumulative quiz: Q19 – 21	Cumulative quiz: Q22 – 24	Cumulative quiz: Q25 – 27	Cumulative quiz: Q28 – 30	Cumulative quiz: Q31 – 33
Geographical concepts:  Locational knowledge	Geographical concepts:  Human and physical geography	Geographical concepts:  Locational knowledge  Human and physical geography	Geographical concepts:  Human and physical geography	Geographical concepts:  Human and physical geography	Geographical concepts:  Human and physical geography	Geographical concepts:  Human and physical geography	Geographical concepts:  Human and physical geography	Geographical concepts:  Place knowledge	Geographical concepts:  Human and physical geography	Geographical concepts:  Place knowledge
Geographical concepts:  Space  Scale	Geographical concepts:  Place	Geographical concepts:  Scale	Geographical concepts:  Place	Geographical concepts:  Physical and human processes	Geographical concepts:  Physical and human processes  Environmental impact	Geographical concepts:  Physical and human processes  Environmental impact	Geographical concepts:  Place	Geographical concepts:  Place	Geographical concepts:  Interdependence	Geographical concepts:  Place

Unit overview

Stretch and challenge ideas

Children could:

- explain which tool (map or globe) is more useful for locating, comparing or measuring distance and justify their reasoning
- engage in retrieval tasks, such as the 'Odd one out', where children are given four places (e.g. Rome, Naples, Edinburgh, Paris) and must identify the odd one out and explain why, giving more than one possible answer where possible (e.g. Edinburgh because it is in the UK; Naples because it is not a capital city), which encourages flexible retrieval rather than simple recall
- develop their reasoning skills by discussing three locations in Campania (e.g. near Mount Vesuvius, on the coast, in the hills) and ranking which settlement would be most affected by a volcanic eruption or earthquake and justify their decisions using geographical evidence about physical features, population and land use
- use an OS-style map or a topographical map, with all place names removed and identify where people are most likely to live
- investigate population density by providing groups with a gridded map of Campania and population data, where children use multilink cubes (or LEGO bricks), with each cube representing a set number of people, to build 3D population towers on each grid square whilst challenging pupils to analyse the patterns they create and explain how physical and human features influence population density
- compare two regions of the UK and suggest reasons why their human or physical features might differ
- research and explain why some European countries share similar physical features while others differ
- explain how the land in Campania might be used differently if it had a different climate using evidence
- decide which region is better suited for people to live in and justify your answer with evidence

Geographical knowledge key



Locational knowledge



Place knowledge



Human and physical geography



Geography skills and fieldwork

Assessment

A knowledge organiser supports retrieval throughout the unit. It includes a mini quiz and an 'ask us this' sheet to prompt ongoing discussion, questioning and retrieval of key geographical knowledge.

Each lesson includes a focus assessment sheet to check whether pupils have met the intended knowledge and skills, enabling teachers to address misconceptions and secure key learning.

Ongoing AfL opportunities are built into lesson activities, discussion prompts and partner tasks, allowing teachers to respond adaptively to pupils' needs.

Cumulative quizzes revisit prior content on European countries and capitals, Italy's and Campania's key features and natural hazards, ensuring knowledge is revisited, and misconceptions are addressed through immediate feedback.

A post-unit assessment evaluates pupils' understanding of Italy and the Campania region, its physical features, settlements, land use and economic activity, as well as their ability to compare these with their own region in England. It can be adapted for different levels of support.

Finally, enquiry-based tasks threaded throughout the unit enable pupils to apply their geographical skills to analyse, compare and present findings about Campania and their local region.

Geographical concepts key



Place



Space



Scale



Physical and human processes



Interdependence



Environmental impact



Sustainable development