



Geography Curriculum: Year 4

What are the aims and intentions of this curriculum?

That children:

- Are allowed to explore and discover the geography in the world around them.
- Develop knowledge of locations, places and their features, human and physical processes and key terminology.
- Can understand similarities and differences, and the interaction of people, processes and places.
- Children can work like a geographer using maps, atlases and globes, and use fieldwork and observational skills to observe, measure and record.

Term	Topic	Knowledge	Skills	Specific field work and mapping skills	Assessment
Autumn	River into Sea: What happens when the Land meets the Sea?	<p>Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of:</p> <p>a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>a 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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Gather information</u> Ask geographical questions. Use a simple database to present findings from fieldwork. Record findings from fieldtrips. Use a database to present findings. Use appropriate terminology.</p> <p><u>Sketching</u> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</p> <p><u>Audio/Visual</u> Select views to photograph. Add titles and labels giving date and location information. Consider how photos provide useful evidence use a camera independently. Locate position of a photo on a map.</p> <p><u>Using maps</u> Locate places on a range of maps (variety of</p>	



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				<p>scales). Identify features on an aerial photograph, digital or computer map. Begin to use 8 figure compass and four figure grid references to identify features on a map. <u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high viewpoint.</p>	
Summer	<p>Journey Beyond Bearpark: What can we discover about Europe?</p>	<p>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.</p> <p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Gather information</u> Ask geographical questions. Use a simple database to present findings from fieldwork. Record findings from fieldtrips. Use a database to present findings. Use appropriate terminology.</p> <p><u>Sketching</u> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</p> <p><u>Audio/Visual</u> Select views to photograph. Add titles and labels giving date and location information. Consider how photos provide useful evidence use a camera independently. Locate position of a photo on a map.</p> <p><u>Using maps</u> Follow a route on a large scale map. Locate places on a range of maps (variety of scales).</p>	



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	<p>United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of:</p> <p>a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>a 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.</p>		<p>Identify features on an aerial photograph, digital or computer map.</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map.</p> <p><u>Map knowledge</u></p> <p>Locate Europe on a large scale map or globe.</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities.</p> <p><u>Making maps</u></p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important.</p> <p>Draw a sketch map from a high viewpoint.</p>	
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