

Geography Curriculum Map & Skills Progression



Year 4 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, <u>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</u> [Linking to volcano and earthquake study]</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <u>volcanoes and earthquakes</u>, and the water cycle.</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and <u>land use</u>, <u>economic activity</u> including trade links, and the <u>distribution of natural resources</u> including <u>energy</u>, food, <u>minerals</u> and water. [Linking in with volcano and earthquake study]</p>	<p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, <u>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</u> [Study of Asia]</p> <p>Name and <u>locate</u> counties and cities of the United Kingdom, <u>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</u>, and land-use patterns; and understand how some of these aspects have changed over time. [recapped from Year 3 curriculum]</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <u>rivers, mountains,</u></p>	<p><u>Locational Knowledge</u> Name and <u>locate</u> counties and cities of the United Kingdom, <u>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</u>, and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <u>rivers, mountains,</u></p>

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<p><u>Geographical Skills & Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. [Linking in with volcano and earthquake study]</p>	<p>volcanoes and earthquakes, and the water cycle.</p> <p><u>Geographical Skills & Fieldwork</u> <u>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.</u></p>	<p>volcanoes and earthquakes, and <u>the water cycle.</u></p> <p>Describe and understand key aspects of: human geography, including: types of settlement and <u>land use</u>, economic activity, including trade links, and the <u>distribution of natural resources including energy, food, minerals and water.</u></p>
<h3>Year 4 Key Skills</h3>		
<p><u>Mapping skills</u> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</p> <p><u>Recognise that contours show height and slope.</u></p> <p>Create maps of small areas with features in the correct place.</p> <p>Link features on maps to photos and aerial views.</p>	<p><u>Fieldwork skills</u> Use the eight points of a compass.</p> <p>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</p> <p>Make links between features observed in the environment to those on maps and aerial photos.</p>	<p><u>Mapping skills</u> <u>Recognise that contours show height and slope.</u></p> <p>Create maps of small areas with features in the correct place. [Recapped from Y4 Autumn Term]</p> <p>Link features on maps to photos and aerial views. [Recapped from Y4 Autumn Term]</p> <p><u>Communication skills</u> Use geographical language relating to the physical and human processes.</p>

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<p><u>Enquiry & Investigation skills</u> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.</p> <p>Show increasing empathy and describe similarities as well as differences in the area and in people's way of life.</p> <p><u>Communication skills</u> Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to the physical and human processes.</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views about specific geographical features and situations e.g. urban sprawl, greenbelt use, pollution.</p>	<p><u>Enquiry & Investigation skills</u> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. [Recapped from Y4 Autumn Term]</p> <p>Make comparisons with their own lives and their own situation. [Recapped from Y4 Autumn Term]</p> <p>Show increasing empathy and describe similarities as well as differences. [Recapped from Y4 Autumn Term]</p> <p><u>Communication skills</u> Use spreadsheets, tables and charts to collect and display geographical data.</p>	<p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p><u>Fieldwork skills</u> Use the eight points of a compass. [Recapped from Y4 Spring Term]</p> <p>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</p> <p>Make links between features observed in the environment to those on maps and aerial photos.</p> <p><u>Enquiry & Investigation skills</u> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation.</p>
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<p>Make use of geography in the news – online reports & websites.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View a range of satellite images and add photos to digital maps.</p>		<p>Show increasing empathy and describe similarities as well as differences.</p>	
<h3>Year 4 Curriculum Enrichment Opportunities</h3>			
<p>Family challenge – to create a volcano or earthquake educational model.</p>	<p>Year 4 will meet Matt Dickinson, (mountain climber) who climbed Mount Everest [Linked to Asia topic]</p>	<p>Year 4 will participate in a river study, closer to its source to understand the processes within the water cycle.</p> <p>Visit to River Wyre/ Garstang</p>	
<h3>Year 4 Vocabulary</h3>			
<p>Physical process Eruption Earthquake zone 'Ring of Fire' Magma Crust</p>	<p>Richter Scale Seismometer Plate tectonics Active/ dormant extinct Pyroclastic</p>	<p>Bed Estuary Delta Meander Mouth/ source Stream Tributary watershed Beijing Tokyo Hong Kong Baghdad Shanghai Tehran Mt. Everest Mount Godwin- Austen (K2) Mt. Fuji (Volcano)</p>	<p>Precipitation Evaporation Transpiration Run off Bank Erosion Sediment Floodplain Current</p>