

Year 4 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p><b><u>Locational Knowledge</u></b>  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</u>, countries, and major cities. <b>[Linking to volcano and earthquake study]</b></p> <p><b><u>Human and physical geography</u></b>  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, economic activity</u> including trade links, and the <u>distribution of natural resources</u> including <u>energy</u>, food, <u>minerals</u> and water.  <b>[Linking in with volcano and earthquake study]</b></p> <p><b><u>Geographical Skills &amp; Fieldwork</u></b>  Use maps, atlases, globes and digital/computer mapping to locate</p>	<p><b><u>Locational Knowledge</u></b>  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</u>, countries, and major cities.  <b>[Study of Asia]</b></p> <p><b><u>Locational Knowledge</u></b>  Name and <u>locate</u> counties and cities of the United Kingdom, <u>geographical regions and their identifying</u> human and <u>physical characteristics</u>, key <u>topographical features</u> (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  <b>[recapped from Year 3 curriculum]</b></p> <p><b><u>Human and physical geography</u></b>  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <u>rivers, mountains</u>, volcanoes and earthquakes, and the water cycle.</p>	<p><b><u>Locational Knowledge</u></b>  Name and locate counties and cities of the United Kingdom, <u>geographical regions and their identifying</u> human and <u>physical characteristics</u>, key <u>topographical features</u> (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b><u>Human and physical geography</u></b>  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <u>rivers, mountains</u>, volcanoes and earthquakes, and <u>the water cycle</u>.</p> <p>Describe and understand key aspects of: human geography, including: types of</p>

countries and describe features studied. <b>[Linking in with volcano and earthquake study]</b>	<b><u>Geographical Skills &amp; Fieldwork</u></b> <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>	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>
<b>Year 4 Key Skills</b>		
<b><u>Mapping skills</u></b> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.  <u>Recognise that contours show height and slope.</u>  Create maps of small areas with features in the correct place.  Link features on maps to photos and aerial views.  <b><u>Enquiry &amp; Investigation skills</u></b> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.	<b><u>Fieldwork skills</u></b> Use the eight points of a compass.  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.  Make links between features observed in the environment to those on maps and aerial photos.  <b><u>Enquiry &amp; Investigation skills</u></b> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. <b>[Recapped from Y4 Autumn Term]</b>	<b><u>Mapping skills</u></b> <u>Recognise that contours show height and slope.</u>  Create maps of small areas with features in the correct place. <b>[Recapped from Y4 Autumn Term]</b>  Link features on maps to photos and aerial views. <b>[Recapped from Y4 Autumn Term]</b>  <b><u>Communication skills</u></b> Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.  <b><u>Fieldwork skills</u></b> Use the eight points of a compass. <b>[Recapped from Y4 Spring Term]</b>

<p>Show increasing empathy and describe similarities as well as differences in the area and in people's way of life.</p> <p><b><u>Communication skills</u></b></p> <p>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>Make use of geography in the news – online reports &amp; 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</p>	<p>Make comparisons with their own lives and their own situation.</p> <p><b>[Recapped from Y4 Autumn Term]</b></p> <p>Show increasing empathy and describe similarities as well as differences.</p> <p><b>[Recapped from Y4 Autumn Term]</b></p> <p><b><u>Communication skills</u></b></p> <p>Use spreadsheets, tables and charts to collect and display geographical data.</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><b><u>Enquiry &amp; Investigation skills</u></b></p> <p>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</p> <p>Make comparisons with their own lives and their own situation.</p> <p>Show increasing empathy and describe similarities as well as differences.</p>
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add photos to digital maps.					
Year 4 Key Knowledge & Sequence					
1. Locate countries along volcanic regions and earthquake zones and identify similarities in their locality. 2. Study the physical features of volcanoes. 3. Explore arguments for human settlements in volcanic regions. 4. Earthquakes.		Rivers & The Water Cycle 1. To locate rivers and seas around the United Kingdom 2. Features of a river 3. Understand erosion and deposition within a river. 4. Understand how we use rivers. 5. Explore the courses of a river. <b>6. Trip to the River Wyre.</b> <b>7.</b> The water cycle. 8. Precipitation, evaporation and condensation (building upon learning from the water cycle lesson – link with science too).		Mountains 1. Locate mountain ranges across the world. 2. Understand how mountains are formed. 3. Key features of a mountain. 4. Mountain climates.	
Year 4 Vocabulary					
physical process	Richter Scale	bed	bank	Mt. Everest	Foot
eruption	seismometer	estuary	erosion	Mount Godwin-	Face
earthquake zone	plate tectonics	delta	sediment	Austen (K2)	Economic
'Ring of Fire'	active/ dormant	meander	floodplain	Mt. Fuji (Volcano)	
magma	extinct	mouth/ source	current	Himalayas	
crust	pyroclastic	stream	precipitation	Mountain	
		tributary	evaporation	Summit	
		watershed	transpiration	Tectonic Plate	
			run off	Altitude	
				Tourism	