**Knowledge Skills and Understanding Progression- Geography Year 4**

|  |
| --- |
| **National Curriculum Requirements of Geography at KS2** |
| Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.Pupils should be taught:**Locational knowledge (Geographical Knowledge)*** 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
* 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
* 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)

**Place knowledge (Geographical Knowledge)*** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

**Human and physical geography*** describe and understand key aspects of:
	+ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	+ 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

**Geographical skills and fieldwork (Geographical Enquiry)*** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the 8 points of a compass, 4- and 6-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
* 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
 |
|  | **YEAR 4** | **Term 1** | **Term 2** | **Term 3** |
| **Geographical Knowledge***(Location and Place knowledge)* |

|  |
| --- |
| * To locate and name some of the world’s most famous volcanoes.
* To name and locate many of the world’s major rivers on maps.
 |

 | The Americas  | Rivers and the Water Cycle | Earthquakes and Volcanoes |
| **Physical Geography** |

|  |
| --- |
| * To describe the main features of a well-known city.
* To describe the main features of a village.
* To describe the main physical differences between cities and villages.
* To use appropriate symbols to represent different physical features on a map.
* To describe how volcanoes are created.
* To describe how earthquakes are created.
* To explain how the water cycle works.
* To explain why water is such a valuable commodity.
 |

 | The Americas | Rivers and the Water Cycle | Earthquakes and Volcanoes |
| **Human Geography** |

|  |
| --- |
| * To explain why people are attracted to live in cities.
* To explain why people may choose to live in a village rather than a city.
* To explain why people are attracted to live by rivers.
 |

 | The Americas | Rivers and the Water Cycle |  |
| **Geographical Enquiry** | * To carry out a survey to discover features of cities and villages.
* To find the same place on a globe and in an atlas.
* To label the same features on an aerial photograph as on a map.
 | The Americas | Rivers and the Water Cycle | Earthquakes and Volcanoes |