



Year 4 Scheme of Work 2022-23

Coordinator: Barbara Smith

Last updated: 11.07.22

Statutory requirements (National Curriculum)

Leighton essentials

Suggested activities

Locational 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)

- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Chn are to locate the major rivers around Europe on a map. They are then to focus on one river in particular and find out more information about it. Chn are to then find out if their chosen country has a river in it.
- Chn are to look at how the land is used throughout Europe as well as which biomes describe Europe.
- Chn to play world geography game – use this as an assessment strategy with the whole class. Discuss which countries are landlocked. Talk about that only half of Russia is in Europe.
- Chn to label countries on a blank map of Europe using an atlas.
- Chn to label the capital cities on a blank map of Europe using an atlas or digital computer maps. After this, chn can research the capital city in detail. They can include: tourist sites, weather, currency and population.
- Chn to research Poland and create a fact file. The chn can write about what they can visit, rivers, mountains, population, currency and

		<p>weather.</p> <ul style="list-style-type: none"> • Chn to locate mountains on a map of Europe using an atlas or digital computer maps. Chn can then write about the mountain in detail. • Chn are to find the population and currency for various countries around Europe and label them on a map. • Chn to identify major landmarks around Europe. Chn are to choose one of the landmarks and write a persuasive piece of writing about that landmark.
<p>Place knowledge</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Chn to identify the North West region of England on their maps and label it. • Using an atlas, chn are to identify Chester (as a dot) within the North West region of England and highlight human and physical geography of the landscape. • Chn to identify the Campania region of Italy on their maps and label it in Roman times. • Chn to identify Pompeii (as a dot) within the Campania region of Italy and highlight human and physical geography of the landscape in Roman times. •
<p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes, and the water cycle <ul style="list-style-type: none"> • human geography, including: economic activity including trade links, and the distribution of natural resources 	<ul style="list-style-type: none"> • Chn to label four layers of the earth's structure around a picture in their books. • Children to draw the tectonic plates fault line in Italy. Chn should notice that England does not have a fault line. Ask chn to plot Pompeii and Chester to scaffold this realization of the differences in locations.

<p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<ul style="list-style-type: none"> • Chn to draw a diagram to show how earthquakes occur and explain their understanding. • Chn to plot Mount Vesuvius in addition to other volcanoes on a map of Italy. Underneath the map, chn are to explain why there are so many volcanoes in Italy referring to the tectonic fault lines. • Chn to explain what happens when a volcano erupts and write the process of the eruption. • Chn to plot a trade route from Pompeii, Naples to Chester, NW England using the road and shipping network. Discussion of distribution of natural resources through import and exporting goods during Roman times. • Chn to plot temperatures on a line graph of Athens, Rome and Reykjavik.
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 	<p><u>All within context</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- 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>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</p>	<ul style="list-style-type: none"> • Chn to label countries on a blank map of Europe using an atlas or digital computer maps. • Chn to label the capital cities on a blank map of Europe using an atlas or digital computer maps. • Chn to locate mountains on a map of Europe using an atlas or digital computer maps. • Chn to plot temperatures on a line graph of Athens, Rome and Reykjavik. •

Autumn Term/Spring Term

Summer Term

technologies	and graphs, and digital technologies	
--------------	--------------------------------------	--