

Year 4 - Progression of Knowledge and Skills Geography

Term	Knowledge	Skills
Autumn Why are rainforests important to us?	- To know that a biome is a region of the globe sharing similar climate, landscape, vegetation - To know the world's biomes - To know climate zones are areas of the world with similar climates - To know the world's different climate zones - To know the main types of land use - To know the threats to the rainforest - To recognise world maps as a flattened globe - To know that an OS map is used for personal use and how organisations use it - To know an enquiry-based question has an open-ended answer - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features - To know that qualitative data involves opinions, thoughts and feelings - To know what type of chart is best to represent data	- Describe how and why humans have responded to their local environment - Discussing climates and their impact on trade, land use and settlement - Describing and explaining how people who live in contrasting physical area may have different lives - Beginning to use maps at more than one scale - Using atlases, maps, globes, satellite images to locate countries studied - Finding countries and features of countries in an atlas - Making and using a simple route on a map - Beginning to choose the best approach to answer an enquiry question - Mapping land use in a small local area - Making a plan for how they wish to collect data - Asking and answering one-step and two-step questions - Observing, recording and naming geographical features in their local environment - Making annotated sketches, field drawings and maps - Collecting quantitative data in charts and graphs - Using a questionnaire/interview to collect data - Presenting data using plans, sketch maps, annotated drawings, graphs and presentations - Suggesting different ways that a locality could be changed and improved - Finding answers to geographical questions through data collection

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Spring Where does our food come from?	- To know where North and South America are on a world map - To know that climate zones are areas with similar climates - To know the world's different climate zones and that biomes are areas of the world with similar climates, vegetation - To know vegetation belts are area of the world which house similar plant species - To know the main types of land use - To know that countries near the equator have less seasonal change - To know the equator is a line of latitude indicating the hottest places on Earth - To know lines of longitude are invisible lines on the globe - To know lines of longitude are invisible lines on the globe - To know the tropics are lines of latitude and mark the equatorial region - To know that the water cycle is the processes and stores which move water around the Earth - To know that a biome is a region of the globe sharing similar climate, landscape, vegetation - To know the world's biomes - To know climate zones are areas of the world with similar climates - To know the world's different climate zones - To know that climates can influence the foods able to grow	- Mapping and labelling the six biomes on a world map - Understanding some of the causes of climate change - Describing and understanding types of settlement and land use - Explaining why a settlement and community has grown in a location - Explain why different locations have different human features - Explaining why people might prefer to live in an urban or rural place - Describing how humans can impact the environment positively and negatively - Locating some major cities of the countries - Locating key physical and human features in countries studied - Finding the position of the equator and describing how this impacts our environmental regions - Identifying the position of the tropics and Arctic and Antarctic circles - Describe how and why humans have responded to their local environment - Discussing climates and their impact on trade, land use and settlement - Describing and explaining how people who live in contrasting physical area may have different lives

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Spring Where does our food come from?	• To know the main types of land use • To know what a natural resource is • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and treated with respect • To know that grid references help us locate a particular square on a map • To know an enquiry-based question has an open-ended answer • To know that quantitative data involves numerical facts and figures • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features	• Beginning to use maps at more than one scale • Using atlases, maps, globes, satellite images to locate countries studied and recognise and describe physical and human features • Using the scale bar on a map to estimate distances • Finding countries and features of countries in an atlas • Beginning to choose the best approach to answer an enquiry question • Making a plan for how they wish to collect data • Asking and answering one-step and two-step questions • Making digital audio recordings • Designing a questionnaire/interview • Using a questionnaire/interview to collect data • Presenting data using plans, sketch maps, annotated drawings, graphs and presentations • Finding answers to geographical questions through data collection

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Summer What are rivers and how are they used?	- To know where North and South America are on a world map - To know the names of some of the world's most significant mountain ranges - To know the names of some of the world's most significant rivers - To know the name of cities in the UK - To know the name of the county they live in and their closest city - To begin to name the twelve geographical regions of the UK - To know the main types of land use - To know some types of settlement - To know the courses and key features of a river - To know the different types of mountains and volcanoes and how they are formed - To know the main types of land use - To know the different types of settlement - To know water is used many ways by humans - To know what a rural and urban place is - To know what a natural resource is - To understand that a scale shows how much smaller a map is compared to real life - To recognise world maps as a flattened globe - To know that an OS map is used for personal use and how organisations use it - To know that grid references help us locate a particular square on a map - To know the eight compass points - To know an enquiry-based question has an open-ended answer	- Describing how physical features occur/form - Describe where volcanoes, earthquakes and mountains are located globally - Describe and explain how physical features have had an impact upon the surrounding landscape and communities - Describe how humans use water in a variety of ways - Describing and understanding types of settlement and land use - Explaining why a settlement and community has grown in a location - Explain why different locations have different human features - Locate some countries in North and South America using maps - Locating some major cities of the countries - Locating key physical and human features in countries studied - Locating the world's most significant mountain ranges on a map and identify patterns - Locating some of the world's significant rivers - Locating cities and the twelve geographical regions of the UK - Identifying key physical and human characteristics of counties, cities and regions in the UK - Describe how and why humans have responded to their local environment - Beginning to use maps at more than one scale

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Summer What are rivers and how are they used?	• To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features • To know a Likert scale is used to record people’s feelings and attitudes • To know what type of chart is best to represent data	• Using atlases, maps, globes, satellite images to locate countries studied and recognise and describe physical and human features • Finding countries and features of countries in an atlas • Zooming in and out of a digital map • Beginning to use the key on an OS map • Accurately using 4 figure grid references • Beginning to locate features using the 8 compass points • Using simple key on their own map to show features • Following a route on a map • Saying which directions are NESW on an OS • Labelling some features on an aerial photograph • Beginning to choose the best approach to answer an enquiry question • Mapping land use in a small local area • Asking and answering one-step and two-step questions • Observing, recording and naming geographical features in their local environment • Taking digital photos and labelling them • Making annotated sketches, field drawings and maps • Beginning to use a simplified Likert scale • Presenting data using plans, sketch maps, annotated drawings, graphs and presentations • Suggesting different ways that a locality could be changed and improved • Finding answers to geographical questions through data collection