

Year 4		
	Breadth of Study from the NC	Skills
Autumn Term - The UK		
Locational and Place knowledge	Name and locate counties and cities of the United Kingdom Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Choose 3 key areas of the UK and look at how land use has changed over time	Use maps to locate features of the UK e.g. rivers, mountains, large cities. Explain which are physical and which are human features. Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK.
Human and Physical Geography	Describe and understand how key physical features such as rivers affects human geography of land use and settlement.	Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?
Fieldwork	Understand the 8 compass points and use them to explain/identify points on a map.	Use locational language to describe the location of points on a map of the different counties.
Summer Term 1 - Rivers and the Water Cycle		
Locational and Place knowledge	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate rivers in England Use 4 figure grid references to read maps.	Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Ask geographical questions e.g. Are there any links? (big cities near rivers)
Human and Physical Geography	Rivers (features of a river terminology) and the water cycle (taught through Science - States of Matter)	Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time due to erosion, deposition and transportation Research and discuss how water affects the environment, settlement, environmental change and sustainability.

Fieldwork	Children to make field notes/observational notes about the land use along a river to be discussed at school when talking about the features of rivers. Children to take photos to support their notes.	Make field notes/observational notes about land features. Visit a river, locate and explain the features . Take photographs to support findings Record measurement of river width/depth.
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Summer Term 2 - Europe

Locational and Place knowledge	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.	Build on prior knowledge of UK regions by using maps to locate countries of Europe . Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.
Human and Physical Geography	Use the eight points of a compass.	Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. Use the language of 'north', north-east, east, south-east 'south', 'south-west', 'west' north-west to relate countries to each other.
Fieldwork	Understand the 8 compass points and use them to explain/identify points on a map.	Use locational language to describe the location of different countries in relationship to one another on a world map.