Curriculum Map: **Geography** **Year 4**

Below outlines the learning focus for each term

NC Requirements – 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 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

KS2 Knowledge End Points:

Locational Knowledge

- Can 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
- Can 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
- Can 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

- Understands 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 within North or South America

Human and Physical geography

- Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Can describe and understands key aspects of 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

KS2 Skills End Points:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Is able to use the eight points of a compass, four and six-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

Term	Learning Focus		
	Knowledge	Skills	
Autumn 1	**Europe** • Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia) • To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity. • Knows and can use the terms; lines of longitude/latitude, Equator and Prime Meridian and can use these to support explanation of geographical locations, including continents. • Understands 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, • Can describe and understands key aspects of physical geography, including: rivers and mountains • To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent. • Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis • To know that the single market makes trade between European countries easier (https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states) and that trade within the single market can involve countries beyond Europe (for example, Canada • Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. • Use an atlas to identify national flags and support understanding what each flag represents. • Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts	
Spring 1	**Locational Knowledge and Map Reading** • Knows how to find information in an atlas, using the index and simple coordinates • Knows how to use a key for more complex geographical features on a ordnance survey map (place of worship, parking, gold force, nature reserve, cycle trail, train station, campsite, footpath, motorway, main road) • Knows the advantages and disadvantages of digital	• Locate and name key lines of latitude and longitude on a map • Use the eight points of a compass to build knowledge of the UK and the wider world on a map. • Use four and six figure grid references to build knowledge of the UK and wider world	**Maths: Time zones and calculating time differences and recording data in tables** **Science: Understanding the reasons for night and day**

	navigation comparative to use of compass and maps. • Knows and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Topic of Capricorn, • Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis	• Use atlas to locate places using latitude and longitude references. • Knows how to use 4 and 6 figure grid references on a map • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Develop an understanding of the concept of different time zones through interpretation of time zone maps.	**and worldwide time differences**
Summer 1	**Climate Zones** • Know the position and significance of Equator, Northern, Southern, Western and Eastern Hemispheres • Can identify the position and significance of the Tropics of Cancer and Capricorn and how this region compares to the UK. • Identify the position and significance of Arctic and Antarctic Circle • Can describe some similarities and differences between Antarctica and the Arctic • Can explain why Antarctica and the Arctic are cold • Can explain why Antarctica is colder than the Arctic • Knows the position and significance of latitude, longitude • Prime/Greenwich Meridian and time zones (including day and night) • Is able to compare climate around the world • Can explain different climate zones of the world	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, N, NE, E, SE, S, SW, W, NW • To write and use longitude and latitude coordinates • Calculate the time difference between countries • Identify the different climate zones. • Ask questions and find out what affects the climate. • Use maps to identify different climate zones. • Discuss and compare climate zones and relate this knowledge to the weather in the local area	

Ambition / Intent:
We believe that it is essential that children have a comprehensive understanding not only of the world but their local area. Our ambition is to develop enquiring and curious minds through engaging and exciting pupils by taking their geography learning outside of the classroom where possible; a field trip, exploring our local area or even our school grounds and through the use of technology to allow them to travel the world albeit in a virtual way. We welcome outside speakers to share their expertise and experiences and as a result, children will not only learn from others but also from their own experiences which will empower them to become global lifelong learners.

Design / Implementation:
The geography curriculum at Camrose is structured so that each year group studies a different area of geography and has been carefully sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global. Key aspects of learning are taken from the National Curriculum and mapped across each year group with vocabulary banks that are specific to that individual year group.

We want pupils to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways across a range of subjects such as Art, D&T, Computing and Science. This approach aims to provide meaningful cross curricular, creative and tangible learning experiences that engage, excite and empower learners in their quest for mastery.

Impact:
Our well-planned Geography curriculum ensures that children are competent in the geographical skills needed to collect, analyse and communicate data, and to interpret a range of geographical sources, including maps, globes and aerial photographs.

Through the breadth and depth that our Geography curriculum offers, our children are provided with a broad knowledge of the world they live in, and understand, as responsible citizens, how they need to care and preserve the planet for future generations