



**GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE  
YEAR 4 STATUTORY REQUIREMENTS**

<p><u>Geography skills to be used this half term:</u> Use maps, atlases, globes and digital mapping; map reading; field sketching; take and use photographs; observe, record and present information. <i>Strands: Place and Space; Scale; Physical and Human processes; people, culture and trade; environmental impact</i></p>	<p><u>Geography skills to be used this half term:</u> Use maps, atlases, globes and digital mapping; map reading; make observations and measurements (river study); take and use photographs; record and present information <i>Strands: Physical and Human Processes; Place and Space; scale; Environmental Impact</i></p>	<p><u>Geography skills to be used this half term:</u> Use maps, atlases, globes and digital mapping; map reading; make comparisons; use and understand the 8 points of a compass; record and present information <i>Strands: Physical and Human Processes; Place and Space; People, Culture and Trade; Scale</i></p>
<p align="center"><b>AUTUMN</b></p>	<p align="center"><b>SPRING</b></p>	<p align="center"><b>SUMMER</b></p>
<p><b>AUTUMN 1: VOLCANOES AND EARTHQUAKES</b> <i>(Can the earth shake, rattle and roll?)</i></p> <p><b><u>PHYSICAL GEOGRAPHY</u></b> <b><u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING VOLCANOES AND EARTHQUAKES.</u></b></p> <ul style="list-style-type: none"> <li>-Describe and understand the key aspects of volcanoes and earthquakes</li> <li>-Understand that the distribution of earthquakes and volcanoes follows a pattern</li> <li>-Learn about the ‘Pacific Ring of Fire’.</li> <li>- Know what causes an earthquake</li> <li>-Label the different parts of a volcano</li> <li>-To understand list of hazards of the distribution of earthquakes and volcanoes, and to know where the world’s most active earthquake and volcanic zone is today</li> <li>-Investigate recent earthquakes and volcanic eruptions and the associated issues</li> <li>-The Earth’s crust is made of plates which can move and this can cause an earthquake which is experienced by people as the ground shaking, sometimes violently.</li> <li>- Earthquakes and volcanoes are most likely to occur where plates meet and these places can be dangerous places to live.</li> </ul> <p><i>Strands: Place and Space; Physical processes; Environmental impact</i></p>	<p><b>SPRING 1: (How does water go round and round? Link to science- states of matter) (link to learning about weather in KS1)</b></p> <p><b><u>HUMAN AND PHYSICAL GEOGRAPHY:</u></b> <b><u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING THE WATER CYCLE; DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</u></b></p> <ul style="list-style-type: none"> <li>-Know and label the main features of a river</li> <li>-Know the name of and locate a number of the world’s longest rivers</li> <li>-Know the name of and locate a number of the world’s highest mountains</li> <li>-Explain the features of a water cycle</li> <li>-Understand where rivers and mountains fit into the water cycle.</li> <li>-Know why most cities are located by a river</li> </ul> <p><i>Strands:</i> <i>Physical and Human Processes; place and space; Environmental Impact</i></p> <p><b><u>LOCATION KNOWLEDGE:</u></b></p>	<p><b>SUMMER 2: NORTH AND SOUTH AMERICA (link to prior learning about contrasting localities in Y2 and Y3)</b> <i>Can you come on a great American road trip?</i></p> <p><b><u>LOCATIONAL KNOWLEDGE:</u></b> <b><u>N.C. LOCATE THE WORLD’S COUNTRIES, USING MAPS TO FOCUS ON NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u></b></p> <ul style="list-style-type: none"> <li>-Enhance locational and place knowledge</li> <li>-Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>-Understand geographical similarities and differences through the study of a region in North and South America</li> <li>- discover something about North American and South American cities, and improve knowledge about the difference between continent, country, state and city</li> <li>- research some countries and cities of South America, and compare them to North American cities</li> </ul>



GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE  
YEAR 4 STATUTORY REQUIREMENTS



**HUMAN GEOGRAPHY:**

**N.C. DESCRIBE AND UNDERSTAND 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**

-To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones

*Strands: Place and Space; Physical and Human processes; People, culture and trade*

**SKILLS AND FIELDWORK:**

**N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED**

*Link to History topic on Victorians – Local History Study (link to local study work in Y1 and Y2)*

-To discover Victorian buildings in the local area, and to plot these on a map

-Identify the key Victorian features of my local area.

-Further develop map reading and field sketching skills.

**Strands:**

*Place and Space; Scale; Physical and Human processes (link to map work in KS1, Y3)*

**N.C.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**

-Know where the main mountain regions are in the UK

-Know, name and locate the main rivers in the UK

*Strands: place and space*

**SKILLS AND FIELDWORK:**

**N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED**

-Use maps to locate the main rivers in the UK

- *River Study*: Nell Bank Educational Visit (see additional Nell Bank Plan)

**Strands:**

*Physical and Human Processes; Place and Space; Environmental Impact*

*Strands: place and space; Physical and Human Processes; People, Culture and Trade*

**FIELDWORK AND SKILLS**

**N.C USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING**

**LEARN TO USE THE EIGHT POINTS OF A COMPASS –**

use these to locate cities in the continent of North America, and to discover something about (some of) these cities

*Strands: place and space; scale*



**GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE  
YEAR 4 STATUTORY REQUIREMENTS**

**The five key geography skills:**  
 Asking Geographic Questions;  
 Acquiring Geographic Information;  
 Organizing Geographic Information;  
 Analysing Geographic Information;  
 Answering Geographic Questions

**Key Substantive Knowledge strands:**

- Place and Space
- Scale
- People, Culture and Trade
- Environmental Impact
- Physical and Human Processes

**KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

**SUBSTANTIVE KNOWLEDGE / PROCEDURAL KNOWLEDGE**

<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<p>-<b>A volcano</b> is a very deep hole in the Earth's top layer that can let out hot gasses, ash and lava.</p> <p>-Many volcanoes have long <b>vents</b> that go all the way down through the Earth's first layer, the crust. It's so hot there that rocks melt into liquid. This is called <b>magma</b>, which travels up through volcanoes. When a volcano erupts, magma comes up and out through the vents and flows out as <b>lava</b>.</p> <p>-There are three ways to describe a volcano and explain what it's doing – <b>active, erupting, and dormant</b>.</p> <p>-<b>The Earth's crust</b> is made of <b>plates which can move</b> and this can cause an <b>earthquake</b> which is experienced by people as the ground shaking, sometimes violently.</p> <p>- Earthquakes and volcanoes are most likely to occur where plates meet and these places can be dangerous places to live.</p> <p><a href="#">Explain how to locate places and features using maps.</a></p>	<p>-Some of the features of a river are the <b>mouth, source, bend, waterfall</b> and <b>valley</b>.</p> <p>-<b>Two of the world's longest rivers</b> are the <b>Nile in Africa</b> and the <b>Amazon River in South America</b>.</p> <p>-<b>Condensation, evaporation</b> and <b>rainfall</b> are part of the <b>water cycle</b>.</p> <p>-<b>Cities</b> are located near rivers for transport and trade, leisure and to use water.</p> <p>-<b>The River Aire</b> is a major river in Yorkshire.</p> <p><a href="#">Explain how to locate places and features using maps.</a></p>	<p>-<b>America is a continent</b> made up of North and South America</p> <p>-<b>North America</b> is made up of Canada and the United States of America</p> <p>-<b>South America</b> is made up of many countries, including <b>Brazil, Peru, Argentina</b> and <b>Mexico</b></p> <p><a href="#">Explain the comparisons between the areas studied</a></p> <p><a href="#">Explain how to use a compass and what the 8 compass points are.</a></p>



## GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE YEAR 4 STATUTORY REQUIREMENTS



Children working at below Age-Related Expectations in GEOGRAPHY at the end of Year 4: