

Year Four Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;">Autumn</p> <p>Geography of South America - with a focus on The Rainforests and Brazil</p> <p>Locational knowledge locate South American countries, including the location of their environmental regions, key physical and human characteristics and major cities.</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p> <p>Human & physical knowledge Physical geography to include rivers, mountains, volcanoes. Human geography to include types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>https://www.rgs.org/schools/teaching-resources/brazil/</p>	<p>Keys & symbols: Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. Understand contour lines.</p> <p>Read maps: Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references. Use a scale to reasonably estimate distances (eg along roads/waterways).</p> <p>Draw maps / plans: Draw a map or plan from a description. Create a scale-bar Draw cross-sections (harder integer correspondence, from Maths National Curriculum)</p> <p>Digital maps: Accurately measure distance, including non-linear distances. Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (eg select, 'screengrab' & paste into .pub/.ppt/.doc).</p> <p>Use images: Compare the context & purpose (reliability) of different photographs. Use digital technologies to alter photos/images</p>	<p>Use a compass: Confidently use the eight points of a compass.</p> <p>Observe/measure: Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate mass, capacity and angle. Start to understand inches & miles, stone & pounds, Fahrenheit.</p> <p>Understand the concept of area (from Maths National Curriculum). Use more complex scales where some numbers may be missing (from Maths National Curriculum).</p> <p>Locate: n/a</p> <p>Record: Take quantitative and qualitative notes about observations. Start to use continuous data.</p>	<p>Ask questions: Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).</p> <p>Discern relevance Note connections, contrasts and trends and use these to order by relevance. Use sources [from History National Curriculum] Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>For Skills & Fieldwork: North-East, South-East, South-West, North-West</p> <p>For Location Knowledge: Name and locate (with their capitals): Mexico, Brazil, Argentina, Panama</p> <p>For Place Knowledge: region, case study, contrast, compare</p> <p>For Human Geography: economic activity, trade links, land use, arable pastoral, mixed farming, carrying capacity, statistics, contiguous From Science National Curriculum: impact, settlement, waste, sewage, pollution, sound pollution</p> <p>For Physical Geography: biome, vegetation, region, dominant, environmental, anemometer, barometer From Science National Curriculum: water cycle, precipitation, evaporation, condensation</p>

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<p style="text-align: center;">Spring</p> <p>Geography of the United Kingdom</p> <p>Locational knowledge name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns; and understand how some of these have changed over time.</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: rivers and mountains, 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</p> <p>https://www.rgs.org/schools/teaching-resources/the-united-kingdom/</p> <p>https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-four/</p>	<p>Keys & symbols: Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. Understand contour lines.</p> <p>Read maps: Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references. Use a scale to reasonably estimate distances (eg along roads/waterways).</p> <p>Digital maps: Accurately measure distance, including non-linear distances Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (eg select, 'screengrab' & paste into .pub/.ppt/.doc.</p> <p>Use images: Compare the context & purpose (reliability) of different photographs.</p>	<p>Use a compass: Confidently use the eight points of a compass.</p> <p>Observe/measure: Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate mass, capacity and angle. Understand the concept of area (from Maths National Curriculum). Use more complex scales where some numbers may be missing (from Maths National Curriculum).</p> <p>Locate: n/a</p> <p>Record: Start to include continuous data.</p>	<p>Ask questions: Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).</p> <p>Discern relevance Note connections, contrasts and trends and use these to order by relevance. Use sources [from History National Curriculum] Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>For Skills & Fieldwork: atlas, globe, grid, reference North-East, South-East, South-West, North-West area (square miles, etc), contour population</p> <p>For Location Knowledge: Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West Orkney, Shetland, Hebrides,</p> <p>For Place Knowledge: region, contrast, compare, trend</p> <p>For Human Geography: settlement, locality, community, economic activity, trade links, land use, finance retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics, contiguous</p>

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<p style="text-align: center;">Summer</p> <p>Global Trade</p> <p>Locational knowledge locate the world's countries</p> <p>Place knowledge understand geographical similarities and differences</p> <p>Human & physical knowledge 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</p> <p>https://www.rgs.org/schools/teaching-resources/global-trade/</p>	<p>Keys & symbols: Use complex keys to build knowledge eg making quantitative estimates based on size of symbol.</p> <p>Read maps: Use the contents and index of an atlas. Start to use 6 figure grid references. Use a scale to reasonably estimate distances (eg along roads/waterways).</p> <p>Draw maps / plans: Draw a map or plan from a description. Create a scale-bar</p> <p>Digital maps: Accurately measure distance, including non-linear distances. Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (eg select, 'screengrab' & paste into .pub/.ppt/.doc.</p> <p>Use images: Compare the context & purpose (reliability) of different photographs.</p>	<p>Use a compass: Confidently use the eight points of a compass.</p> <p>Observe/measure: Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate mass, capacity and angle. Start to understand inches & miles.</p> <p>Understand the concept of area (from Maths National Curriculum). Use more complex scales where some numbers may be missing (from Maths National Curriculum).</p> <p>Locate: n/a</p> <p>Record: Take quantitative and qualitative notes about observations. Start to use continuous data.</p>	<p>Ask questions: Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).</p> <p>Discern relevance Note connections, contrasts and trends and use these to order by relevance. Use sources [from History National Curriculum] Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>For Skills & Fieldwork: atlas, globe, grid, reference</p> <p>For Location Knowledge: Name and locate the world's countries</p> <p>For Place Knowledge: region, trend</p> <p>For Human Geography: economic activity, trade links, land use, finance, retail, municipal, industrial, employment, infrastructure, arable, pastoral, mixed farming, carrying capacity, statistics, contiguous From Science National Curriculum: impact, settlement, waste, sewage, pollution, sound pollution</p> <p>For Physical Geography: biome, vegetation, region, dominant, environmental,</p>

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***Important note

The geographical skills and fieldwork element of the Key Stage 2 programmes of study [listed below] are taught throughout each theme across the Key Stage.

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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 technologies.

The graphicacy, fieldwork and practical skills identified above, for each theme, allow relevant skills progression across the Key Stage and ensure coverage of the Key Stage 2 content.