GEOGRAPHY Year 4	
Mapping and scale	• Use the eight points of a compass to navigate around a map. • Begin to use the four-figure grid references to navigate around a map • Follow a route on a large-scale map. • Begin to use OS symbols on a map.
Fieldwork	• Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • Suggest geographical questions before deciding on a whole-class enquiry, that they plan individually, including making comparisons • Data is collected individually using a method chosen by the learner. • Formally present their findings, with conclusions, and consider what they would do differently next time. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Human and Physical features including settlements	• Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK (Coastal towns) and compare with locality. • Understand the geographical similarities and differences through the study of human and physical geography of a region of Europe (Svalbard) and compare with locality. • Describe and understand key aspects of physical geography including rivers (the River Nile, Amazon, Thames, Tiber, Severn, Danube) and the water cycle. • Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and how this has shaped the world we live in today • Recognise how and why people may seek to manage environments sustainably
Location and place	• Locate the world's countries, using maps to focus on Europe (Svalbard) – and locate Russia, concentrating on the environmental region (Arctic) and key physical and human characteristics (mountains, fjords, glaciers, rough terrain). • Identify the position and significance of the lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle, Tropics of Cancer and Capricorn. • Name and locate counties and cities of the United Kingdom, (focus on south west coastal towns) identifying human and physical characteristics, key topographical features and land use patterns and how these have changed over time (Look at how coastal towns have changed over time).
Geographical terms related to topic (Key vocabulary)	climate zones (tropical/temperate/polar) biomes (tundra/shrubland/rainforest/grassland/desert/temperatre/savanna) and vegetation belts types of settlement (rural/hamlet/dispersed/scattered/nucleated) mountains (convergent

	boundary, fold mountains) water cycle (evaporation, condensation, precipitation, atmosphere, climate, water vapour, surface run-off, transpiration, percolation) volcanoes and earthquakes (Volcano crust vent crater core ash mantle eruption ring of fire lava magma active dormant extinct, divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity) rivers (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion) land use (housing, recreation, educational, transport, roads, leisure, commercial) economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase) the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron)
Greater Depth:	• CT 2 & C3- Pupils **are able** to discuss different geographical/**historical** viewpoints and understand bias and previously held assumptions when they form their own view point. **Pupils reconsider the geographical validity of these perspectives based on previously held assumptions and bias, (supported by teacher)** • CT 4 - Children are able to make **geographical/historical connections when studying 2 places** when using variation theories –Continuing to use what is is/what it is not, **and use** examples and non-examples in independent activity partner times. With peers they justify connections made (linking to temperature, wind speed, rainfall, pollution rates, population and changes over time) • C1 - **They independently** create geographical questions to pursue and **are starting to infer and make deductions to support their inquisitive thoughts (teacher supported)** • C2 - **They collaborate** with peers/ **small group** to formulate next steps/ break down tasks into parts **and adapt/change work with a critical eye, potentially changing the direction of learning if required (teacher modelled). This uses a range of evidence and considers the most effective choice in resources required** • CO 2 - Pupils are independently (in pairs/**groups**) using internalised modelled peer tutoring methods (pupil reciprocal teaching) • CO 3 - Pupils are further developing the ability to critique themselves as a geographical learner, in pairs or small groups **using an internalised format** • CO 6 - Children feedback their geographical learning and understanding (following a teacher model) in a variety of group roles within a 'jigsaw classroom' format. **They are beginning to critique their performance as a collective.** • CT1 – Children further develop their ability to summarise their learning in a succinct way (**peer mapped** thought process)

	• C6 – Children connect learning linking to wider global issues (equitable, sustainable and inclusion topics) and are starting to **collaboratively apply** in learning

Defined End Point
- Develop knowledge of understanding of the wider world to include Europe and North America by examining the location and characteristics of a range of the world's most significant human and physical features.