



Y4 Geography overview 2023-2024

| Geography Activity | Building Skills and Disciplinary Knowledge | Approaches to Developing Skills and Disciplinary Knowledge | Building Substantive Knowledge and Understanding | Approaches to Developing Substantive Knowledge and Understanding | Curricula Materials | Assessed through (T1 T2 T3) | | |
|-------------------------------|---|---|--|--|--|--|---|--|
| | | | | | | Geographical Enquiry Physical Enquiry Human Geography Geographical Knowledge | | |
| Geographical Enquiry | <ul style="list-style-type: none"> Can collect information about rainfall, temperature, noise level Can apply mapping skills to find the same place on a globe and atlas Can label the same feature on an aerial photograph and on a map Can apply knowledge of measurements between 2 given places in the UK <ul style="list-style-type: none"> using different types of maps and atlases comparing distances plot 8 points on a compass plot S, W, E and N on a map scales | <ul style="list-style-type: none"> Model use of geographical tools and skills to enhance their locational and place knowledge | <ul style="list-style-type: none"> Pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography They understand value of map use | <ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research opportunities Modelled strategies relating to research Field studies off-site Visits to centres of geographical interest Planned opportunities for use of and access to varied resources | TERM1: - | Most children will be able to... (working at) | Some children will not yet be able to...(working towards) | Some children are confidently able to... (exceeding) |
| Physical Enquiry | <ul style="list-style-type: none"> Can compare physical features Can describe features of a place- for example of a well -known city Can locate places on a map Can describe the main differences of a city and a village Can use appropriate symbols to represent different features on a map | <ul style="list-style-type: none"> Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques | <ul style="list-style-type: none"> Pupils will extend their knowledge and understanding beyond the local area to include a contrasting locality This will include the location and characteristics of a range of the world's most significant human and physical features. Pupils will understand how Geography reflects a community/ culture Pupils will understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing. Pupils will understand how human activity impacts an environment | | | | | |
| Human Geography | <ul style="list-style-type: none"> Can compare human features Can suggest ideas to improve on environment/manage an area Can explain phenomena (how, why) –why are people attracted to live in cities Can explain why people would chose to live in a village rather than a city Can explain how people trying to manage their environment Can analyse data Can interpret data Can present findings about environmental issues | <ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria | | | TERM2: Mapping Adventures Human Activity and the Environment: a local environmental issue | | | |
| Geographical Knowledge | <ul style="list-style-type: none"> Can locate and name places and buildings Can locate hemispheres, lines of latitude, longitude, Tropic of Cancer and Capricorn Can locate different cities in the UK on a map Can apply knowledge of Time Zones Can investigate- for example, the difference between the UK, British isles and Great Britain | <ul style="list-style-type: none"> Modelled analysis of maps Planned opportunities to investigate different types of map, both in books and digitally | | | | | | |
| Maths links | <ul style="list-style-type: none"> Can convert km into m, cm into mm Can compare temperatures in different places (negative/ positive numbers) Can give accurate measurements between two places within the UK | <ul style="list-style-type: none"> Observational opportunities to be part of each lesson | | | | | | |
| SMSC | <ul style="list-style-type: none"> Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 geography curriculum Can resolve conflicts and differing opinions should these arise Can reflection on choices Can investigate and offering views on ethical issues in topics studied Can shows a willingness to explore and understand cultures from various parts of the world Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about people of all cultures involved in research, visiting museums and exhibitions and undertaking field trips | <ul style="list-style-type: none"> Plan for field trips and opportunities to investigate with a partner/group Plan for real experiences in centres of geographical interest | | | TERM3: Urban and Rural Human Activity and Environment <i>PROJECT: choose two islands located off British coast (Hebrides, Shetland, Scilly, Isle of White, Jersey, Guernsey). Plan a long weekend trip including journey, sightseeing venues, weather conditions, places to stay. Present a map of the island, annual rainfall and temperature chart. Travel timetable.</i> | | | |