



Y4 Geography overview 2019-20 **Urban and Rural (understanding mapping); A local environmental issue; Human activity and environment**

Geography Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Geographical Enquiry	Physical Enquiry	Human Geography Knowledge
Geographical Enquiry	<ul style="list-style-type: none"> collecting information about rainfall, temperature, noise level mapping skills- find the same place on a globe and atlas label the same feature on an aerial photograph and on a map 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 should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography Understand value of map use Pupils should 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. Understand how Geography reflects a community/ culture Understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing. Understand how human activity impacts an environment 	<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: TERM2: A local environmental issue: <ul style="list-style-type: none"> What’s my view? How can my local area be changed and improved? Human Activity and Environment Mapping Adventures	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"> comparison of physical features describing features of a place- for example of a well-known city locating places on a map describing the main differences of a city and a village 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 						
Human Geography	<ul style="list-style-type: none"> comparison of human features suggesting ideas to improve on environment/manage an area explaining phenomena (how, why) –why are people attracted to live in cities explain why people would chose to live in a village rather than a city explain how people trying to manage their environment analyse data interpret data present findings about environmental issues 	<ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria 						
Geographical Knowledge	<ul style="list-style-type: none"> locating and naming places and buildings locating hemispheres, lines of latitude, longitude, Tropic of Cancer and Capricorn locating different cities in the UK on a map Time Zones Know 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"> converting km into m, cm into mm comparing temperatures in different places (negative/ positive numbers) 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"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y4 geography curriculum Resolve conflicts and differing opinions should these arise Reflection on choices Investigating and offering views on ethical issues in topics studied Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds enjoyment and relaxation study of Geography can offer (field trips, outdoor excursions, investigating with a team, knowledge of wider world)) 	<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 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.			