






Year 4

Knowledge and Skill	Building on prior knowledge of Year 3, by the end of Year 4 we will...	Example questioning
Locational Knowledge 	<ul style="list-style-type: none"> Name and locate cities and counties of all countries within the UK. Use a variety of scales and maps to name and locate the countries of Europe with increased confidence. Identify environmental regions, key physical and human characteristics, countries and major cities of places studied within the UK and Europe Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere. 	<p>Can you name some counties of the UK? What geographical region is this county/city in? Where is Europe on these maps? What other continents are there? How is that place similar different to Northwich? Where is the equator and Northern and Southern Hemisphere on these maps?</p>
Place Knowledge 	<ul style="list-style-type: none"> Compare geographical regions and their identifying human and physical characteristics, including key topographical features and land-use patterns. (link to Delamere forestry enquiry) Understand how some of these aspects have changed over time and why. Understand how our locality has changed over time and how it has been developed. 	<p>What makes a city, town, village or hamlet? Why do we have protected land? How has land been used? Why do people settle there? What is similar and different between Cheshire and Sicily? What is similar and different between Northwich and Palermo?</p>
Human & Physical Geography 	<ul style="list-style-type: none"> Ask and answer geographical questions about the human and physical characteristics of a location and how this affects its land use Describe key aspects of physical geography including volcanoes, earthquakes and bodies of water. Describe and understand mountains, volcanoes and earthquakes and their impact on physical and human geography of an area Describe and understand how natural resources are distributed and valued across the world (link to European fair trade enquiry) 	<p>What is meant by settlement and land use? Why might someone choose to live there? How has land use changed in our local area? Why do people live in areas that suffer from earthquakes? What are mountains? How is a volcano a mountain?</p>
Mapping 	skills	
Direction/Location	Use 4 compass points well when following or giving directions Begin to use know the 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Be introduced to 4 figure OS grid references	How will the 8 compass points help us when using an OS map?
Drawing maps	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Can you find the letter and no coordinates on a map?
Representation	Know why a key is needed and begin to be more confident in the use of keys and symbols in their work Begin to recognise more symbols on tourist maps and on some OS map.	What is scale in maps and can we draw to scale?
Using Maps	Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Spain on globe and other maps)	Can we find features studied on this OS map?
Scale/Distance	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	
Perspective	Draw a sketch map from a high viewpoint.	
Map knowledge	Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers)	

Style of Map	Use large scale OS maps and other maps Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	
Fieldwork 		
Gathering information	Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after. Use a database to present findings.	Carry out fieldwork linked to rivers, city, village etc identifying places human and physical in that area?
Sketching/Drawing	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Take photos and draw detailed sketches with labels to show what that tells us?
Collecting audio/visual information	Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on a map. Annotate the photo. Suggest what sounds/images to record for their investigation. Commentate on the recording, describing and explaining what they see.	Collect data about the local area and an issue linked to it and represent data according to mathematical knowledge (collect tally then represent as a bar chart)
Measuring	Use different instruments to measure. Count / record different types of information simultaneously with a tally.	
Representing information	Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs) Organise results electronically on a spreadsheet	