

## Thomas Gray Primary Geography Scheme of Work (Key Learning) Years 4

Year 4			
Concepts	Autumn 2	Spring 2	Summer 1
	<b>Recycling</b> (The Great Plague)	<b>Contrasting region in a European Country</b> Spain - Madrid (Passport to Europe)	<b>Rivers</b> (Water, Water Everywhere)
Prior Knowledge	The children should be able to name and locate the countries and capital cities of the UK. They should be able to name a few other nearby cities/towns/regions. They should be able to ask and answer more searching questions when investigating places. They should have experience of using 2 figure coordinates on a map.	They should be able to name and locate the continents and oceans of the World. They should also be able to name some countries of Europe and the rest of the world. They should have an understanding of settlement and land use. They should be able to ask and answer more searching questions when investigating places.	They should be able to name and locate the continents and oceans of the World. They should also be able to name many countries of Europe and some of the rest of the world. The children should be able to name and locate the countries and capital cities of the UK. They should be able to name a few other nearby cities/towns/regions. They should be familiar with 8 figure compass points and been introduced to 4 figure grid references.
<b>Investigating Places</b> Location and Place knowledge	<ul style="list-style-type: none"> <li>▪ Name and locate counties and cities of the United Kingdom (<i>relevant to your location and to this theme</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia).</li> <li>▪ Identify the position of latitude, longitude, Equator, Northern Hemisphere.</li> <li>▪ A region in a European country.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>▪ Name and locate counties and cities of the United Kingdom.</li> <li>▪ Name and locate famous, relevant rivers eg Mersey, Thames, Nile, Amazon etc</li> <li>▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> </ul>

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<p><b>Investigating Places</b> Human and Physical Geography</p>	<ul style="list-style-type: none"> <li>▪ Describe and understand key aspects of <b>human</b> geography including types of land use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>- <b>physical</b> geography, including: climate zones, vegetation belts, rivers, mountains.</li> <li>- <b>human</b> 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>- <b>physical</b> geography, including rivers and the water cycle.</li> <li>- <b>human</b> 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 (<i>focusing on those aspects relating to rivers</i>).</li> </ul> </li> </ul>
<p><b>Investigating Places and patterns</b> Enquiry and Investigation</p>	<ul style="list-style-type: none"> <li>▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.</li> <li>▪ Make comparisons with their own lives and their own situation.</li> <li>▪ Show increasing empathy and describe similarities as well as differences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.</li> <li>▪ Make comparisons with their own lives and their own situation.</li> <li>▪ Show increasing empathy and describe similarities as well as differences.</li> </ul>
<p><b>Geographical Communication</b> Mapping</p>	<ul style="list-style-type: none"> <li>▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>▪ Use a wider range of maps (including digital), and atlases to locate features studied.</li> <li>▪ Use maps and diagrams from a range of publications <i>e.g. recycling/waste site maps and plans from the local Council website.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>▪ Use maps and diagrams from a range of publications <i>e.g. holiday brochures, leaflets, town plans.</i></li> <li>▪ Use maps at more than one scale.</li> <li>▪ Use the index and contents page of atlases.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a wider range of maps (including digital), atlases and globes to locate features studied.</li> <li>▪ Use maps and diagrams from a range of publications <i>e.g. holiday brochures, leaflets, town plans.</i></li> <li>▪ Use maps at more than one scale.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Use maps at more than one scale.</li> <li>▪ Recognise that larger scale maps cover less area.</li> <li>▪ Recognise patterns on maps and begin to explain what they show.</li> <li>▪ Use 4 figure coordinates to locate features on maps.</li> <li>▪ Use plan views.</li> <li>▪ Recognise some standard OS symbols.</li> <li>▪ Link features on maps to photos and aerial views</li> </ul>	<ul style="list-style-type: none"> <li>▪ Link features on maps to photos and aerial views.</li> <li>▪ Use a scale bar to calculate some distances.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise patterns on maps and begin to explain what they show.</li> <li>▪ Use the index and contents page of atlases.</li> <li>▪ Label maps with titles to show their purpose.</li> <li>▪ Recognise that contours show height and slope.</li> <li>▪ Use four figure coordinates to locate features on maps.</li> <li>▪ Create maps of small areas with features in the correct place.</li> <li>▪ Recognise some standard OS symbols.</li> <li>▪ Link features on maps to photos and aerial views.</li> <li>▪ Use a scale bar to calculate some distances.</li> </ul>
<b>Geographical Communication</b> Fieldwork	<ul style="list-style-type: none"> <li>▪ Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Use the eight points of a compass.</li> <li>▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>▪ Make links between features observed in the environment to those on maps and aerial photos.</li> </ul>
<b>Geographical Communication</b> Other Communication	<ul style="list-style-type: none"> <li>▪ Identify and describe geographical features, processes (changes), and patterns.</li> <li>▪ Use geographical language relating to the physical and human processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and describe geographical features and patterns.</li> <li>▪ Use geographical language relating to the physical and human processes detailed in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and describe geographical features, processes (changes), and patterns.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Communicate geographical information through a range of methods including graphs and presentations.</li> <li>▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations.</li> </ul>	<p>the PoS e.g. tributary and source when learning about rivers.</p> <ul style="list-style-type: none"> <li>▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</li> <li>▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> <li>▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations.</li> </ul>
<p><b>Geographical Communication Technology/ICT</b></p>	<ul style="list-style-type: none"> <li>▪ Add a range of text and annotations to digital maps to explain features and places.</li> <li>▪ View a range of satellite images.</li> <li>▪ Add photos to digital maps.</li> <li>▪ Use spreadsheets, tables and charts to collect and display geographical data.</li> <li>▪ Make use of geography in the news - online reports and websites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the zoom facility on digital maps to locate places at different scales.</li> <li>▪ View a range of satellite images.</li> <li>▪ Use presentation/multimedia software to record and explain geographical features and processes.</li> <li>▪ Use spreadsheets, tables and charts to collect and display geographical data.</li> <li>▪ Make use of geography in the news – online reports and websites.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the zoom facility on digital maps to locate places at different scales.</li> <li>▪ View a range of satellite images.</li> <li>▪ Use presentation/multimedia software to record and explain geographical features and processes.</li> <li>▪ Use spreadsheets, tables and charts to collect and display geographical data.</li> <li>▪ Make use of geography in the news - online reports and websites.</li> </ul>