

Ashwell Primary School

Geography Curriculum

Year 4 Knowledge Organiser



Year 4 – Geographical mapping and fieldwork skills to be developed during year 4
Opportunities will be found throughout the year to develop children's mapping and fieldwork skills in geography or other subject areas.

Geographical enquiry	<ul style="list-style-type: none"> Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, images and aerial photos. Express their opinion and recognise that others may think differently.
National Curriculum statements Geographical skills and fieldwork – Mapping skills <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass and six-figure references to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Use a range of atlases, maps including thematic maps and globes to identify places and find information. Make maps of short routes and places with features in the correct order or place. Understand why a key is needed and begin to recognise symbols on OS maps. Begin to use 4 figure grid references to locate features on maps. Draw places to scale. Draw simple sketch maps Begin to use 8 point compass points
Geographical skills and fieldwork-Fieldwork Skills <ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 	<p>Use a range of standard fieldwork techniques for collecting, analysing and presenting information, including:</p> <ul style="list-style-type: none"> making models, annotated drawings and field sketches to record observations drawing freehand maps of routes relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry recording selected geographical information on a map or large-scale plan, using colour or symbols and a key making digital photos and annotating them with labels or captions making digital audio recordings for a specific purpose collecting, analysing and presenting quantitative data in charts and graphs designing and using a questionnaire to collect quantitative fieldwork data designing and conducting interviews using simple sampling techniques appropriately using a simplified Likert Scale to record their judgements of environmental quality developing a simple method of recording their feelings about a place or site
Curriculum Enrichment / Cultural Capital Opportunities	
Prior knowledge / skills this builds on: Year 3- Mapping skills <ul style="list-style-type: none"> Use a range of maps, atlases and globes to locate places being studied and find information Make maps of short routes Use the language of position and direction (e.g. compass, north, south, east & west). Recognise and use standard symbols to produce a key 	What comes next: Year 5 – Mapping skills <ul style="list-style-type: none"> Select a map for a specific purpose e.g. Atlas to find a country, OS map to find a village, thematic map to find the wettest places in the world Evaluate the usefulness of different maps. Follow routes on OS maps and describe features shown. Understand symbols on a range of OS maps and draw a sketch map using symbols and a key Draw a plan view map with same accuracy.

- Use letter/number coordinates to locate features on maps

Fieldwork skills

Lower Key stage 2 fieldwork skills

- Use 8 compass point and begin to use 4 figure coordinates to locate features on maps.
- Match aerial images to locations on maps
- Measure distance between places on maps with some accuracy and begin to Guesstimate distances between places.

Upper Key stage 2 – Fieldwork skills

Use a wider range of fieldwork techniques for collecting, analysing and presenting information, including

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps (e.g. of a site they have visited)
- relating large-scale plans to the fieldwork site, identifying relevant features
- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions
- making digital audio recordings
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect qualitative data
- designing and conducting fieldwork interviews
- using standard field sampling techniques appropriately
- designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance conducting a transect to observe changes in buildings and land use

Year 4 – Rainforests

Core Knowledge / skills to be acquired:

- Describe what a rainforest is and why they are special environments.
- Identify rainforests on a world map and recognise how these areas are linked to the position of the Tropics and Equator
- Identify diversity and density of plants & animals and typical weather conditions.
- Describe the different layers of the rainforest (emergent layer, canopy, understory, forest floor).
- Explore one rainforest in detail (e.g. the Amazon Rainforest).
- Describe a range of plants and animals that live there and how they've adapted to survive
- Find out about the people who live in the rainforests e.g. look at examples of tribes living in rainforests and traditions they follow. How do they use the environment?
- Identify the causes of rainforest deforestation.
- Identify and discuss the positive and negative impact of deforestation.
- Explore the distribution of resources through the study of Fairtrade.
- Compare rainforest biome to local woodland (fieldwork opportunity)

Key Vocabulary:

emergent layer, canopy, understory, forest floor
Tropic of Cancer/Capricorn
Equator
weather
climate
Fairtrade/economic activity
biomes
deforestation
sustainability
conservation
tribes

Curriculum Enrichment / Cultural Capital Opportunities

Year 4 – UK Geography

Core Knowledge / skills to be acquired:

- Name and locate the 4 countries and capital cities of the United Kingdom (Revision from Year 2).
- Name and locate major cities in the United Kingdom
- Name and locate the main regions of the United Kingdom
- Locate and describe some of the main human and physical features that can be found in the United Kingdom.
- Identify urban and rural areas in the United Kingdom.
- Describe land use across the United Kingdom, including similarities and differences between land use in urban and rural areas.
- Describe changes in land use patterns over time e.g. changes in the size of local towns, development of motorways, changes in farming etc.
- Look at one region of the United Kingdom in more depth- describe human and physical features.
- Identify similarities and differences between this region and the local area (fieldwork opportunity)

Key Vocabulary:

United Kingdom
London, Edinburgh, Cardiff, Belfast
rural urban
land use
population
settlements
physical features
human features

Curriculum Enrichment / Cultural Capital Opportunities

Year 4 – Local study (fieldwork)

Core Knowledge / skills to be acquired:

- Locate Ashwell on a map and understand how the village fits in to the wider context of a place e.g. where are the closest towns, cities
- Locate and describe the main human and physical features that can be found in the local area e.g. shops, local facilities, farmland, Springs
- Identify uses of land for example farmland, open spaces, residential, business/commercial areas.
- Describe how the features of the locality may have impacted on its development.
- Discuss recent or proposed developments in the area.
- Identify and discuss the positive and negative impact of this.

Key Vocabulary:

settlements
physical features
human features
land use

Curriculum Enrichment / Cultural Capital Opportunities

Prior knowledge / skills this builds on: Year 3

Locational knowledge

- Locate some of the world's countries and begin to describe some characteristics.
- Identifying the position and significance of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles

Human and physical geography

- Extreme Earth- identify and describe key aspects of human and physical geography linked to climate zones, volcanoes and earthquakes, land use, economic activity and natural resources.
- Where does our food come from?- identify and describe key aspects of human and physical geography linked to climate zones, land use, economic activity and natural resources.

What comes next: Year 5

Locational knowledge

- Locate a wider range of the world's countries and describe some characteristics

Physical and human geography

- Mountains- identify and describe key aspects of human and physical geography linked to climate zone, mountains, land use and economic activity