

# 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.**

<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li>▪ Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, images and aerial photos.</li> <li>▪ Express their opinion and recognise that others may think differently.</li> </ul>
<b>National Curriculum statements</b> <b>Geographical skills and fieldwork – Mapping skills</b> <ul style="list-style-type: none"> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>▪ Use the eight points of a compass and six-figure references to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<b>Year 4- Mapping Skills</b> <ul style="list-style-type: none"> <li>▪ Use a range of atlases, maps including thematic maps and globes to identify places and find information.</li> <li>▪ Use a scale bar on a map to estimate distance</li> <li>▪ Make maps of short routes and places with features in the correct order or place.</li> <li>▪ Understand why a key is needed and recognise symbols on OS maps.</li> <li>▪ Begin to use 4 figure grid references to locate features on maps.</li> <li>▪ Use keys on maps to locate human and physical features.</li> <li>▪ Locate features using the 8 points of a compass.</li> </ul>
<b>Geographical skills and fieldwork-Fieldwork Skills</b> <ul style="list-style-type: none"> <li>▪ 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, graphs and digital technologies.</li> </ul>	<b>Lower Key Stage 2 Fieldwork skills</b> <ul style="list-style-type: none"> <li>▪ Plan how to answer an enquiry-based question, with the support of the teacher.</li> <li>▪ Observe, record and name geographical features in the local environment.</li> <li>▪ Use simple sampling techniques appropriately.</li> <li>▪ Take digital photographs and annotate with captions or labels.</li> <li>▪ Make digital audio recordings for a specific purpose.</li> <li>▪ Begin to design questionnaires/interviews</li> <li>▪ Make annotated sketches, drawings and freehand maps.</li> <li>▪ Begin to use simplified Likert Scales to record judgements of environmental quality</li> <li>▪ Collect quantitative data in charts and graphs.</li> <li>▪ Present data using plans, sketch maps, annotated drawings, graphs, writing and digital technologies to communicate geographical information.</li> <li>▪ Find answers to geographical questions through data collection.</li> </ul>
<b>Curriculum Enrichment / Cultural Capital Opportunities</b>	
<b>Prior knowledge / skills this builds on: Year 3- Mapping skills</b> <ul style="list-style-type: none"> <li>▪ Use a range of maps, atlases and globes to locate places being studied and find information</li> <li>▪ Make maps of short routes</li> <li>▪ Use the language of position and direction (e.g. compass, north, south, east &amp; west).</li> <li>▪ Beginning to use keys on maps to locate human and physical features.</li> </ul>	<b>What comes next: Year 5 – Mapping skills</b> <ul style="list-style-type: none"> <li>▪ Use atlases, maps and globes to describe and explain human and physical features in the countries studied.</li> <li>▪ Select a map for a specific purpose e.g. Atlas to find a country, OS map to find a village, a thematic map to find the wettest places in the world.</li> <li>▪ Evaluate the usefulness of different maps.</li> <li>▪ Recognise and use an increasing range of symbols in OS maps.</li> </ul>

- Recognise and use some OS symbols
- Use standard symbols to produce a key on their own maps
- Beginning to locate features using the 8 points of a compass.

Following a simple route on a map

**Fieldwork skills**

Lower Key stage 2 fieldwork skills

- Follow routes on OS maps and describe features shown.
- Use 8 compass points and begin to use 4 figure coordinates to locate features on maps.
- Match aerial images to find locations on maps.
- Use a scale bar on a map to calculate distances.
- Draw sketch maps of areas studied including labels and keys

**Upper Key stage 2 – Fieldwork skills**

- Choose the best approach to answer an enquiry question and develop their own enquiry questions.
- Plan how to collect data to answer an enquiry question.
- Select appropriate methods to collect data.
- Design and use a questionnaire to collect qualitative data.
- Design and conduct fieldwork interviews.
- Interpret and use real-time/live data.
- Use a Likert scale to record judgements on environmental quality.
- Use a range of recording techniques e.g. plans, sketch maps, annotated drawings, various graphs, writing and digital technologies (digital audio recordings/photographs)
- Decide the best way to present data to communicate geographical information.
- Draw conclusions about an enquiry using findings from fieldwork to support their reasoning.
- Evaluate evidence collected e.g. quantitative data may be subjective and suggest ways to improve it.

**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.

**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

### Core Knowledge / skills to be acquired:

- Name and locate the 4 countries and capital cities and major cities of the United Kingdom (Revision from Year 2).
- Identify and sort different physical and human features.
- Look at aerial maps and photographs (including local area). Understand and describe land use e.g. agriculture, residential, recreational, commercial (retail, industrial and business), transport, forestry, open land, water, protected land and institutional.
- Use OS maps to compare land use in an urban and rural area- Understand and describe similarities and differences.

Fieldwork Enquiry- How is the land used in our local area?

- With support decide how to answer the enquiry question
- Look at maps of the local area/aerial photos of the local area- What is the land used for?
- Walk around the local area and make a draft sketch map showing land use.
- Take digital photographs of the local area and annotate with usage.
- Use the draft sketch maps to draw a finished map of land use in the local area including a key using OS symbols
- Use information collected to discuss how the land in the local area is used. What is the most/least common type of land use?
- Present the data collected and relate to enquiry question.
- Collect opinions- What would the class like local land to be used for?
- Present and compare results.
- Compare local and national land use patterns

### Key Vocabulary:

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

## Curriculum Enrichment / Cultural Capital Opportunities

## Year 4 – Local study

### Core Knowledge / skills to be acquired:

- Understand what a settlement is and the different types of settlements.
- Understand and describe the features of different settlements.
- Use OS maps to identify these features in different settlements including using grid references.
- Understand and describe why people decided to establish settlements e.g. access to water, high land, flat land, building materials.

Fieldwork- How has our village changed over time?

- With support decide how to answer the enquiry question
- Describe how the features of the locality may have impacted on its development- link to history topic- Stone Age to Iron Age.
- Look at photographs and maps of the village and identify features that still exist, features that have changed, features that have disappeared and features that are new.
- Use this information to decide why these changes may have happened.
- Design and use a questionnaire and Likert Scale asking what local people think of the changes that have happened in the area.
- Present data in a graph and analyse results.

### Key Vocabulary:

Settlements-city, town, village, hamlet  
 Facilities  
 physical features  
 human features  
 land use

- Collect opinions- What changes would the class like to see in the local area and why?

**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