



Year 4 Geography

| Locational knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
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| L1 Know the names of and locate at least eight European countries and capitals on a map | P1 Know at least five differences between living in the UK and a Mediterranean country | H1 Know the key physical and human characteristics of the Mediterranean | F1 Create a field sketch, sometimes from photographs or from aerial photographs |
| L2 Appreciate that countries can be reformed, sometimes creating smaller countries or sometime amalgamate | P2 Explain what a place is like and why | H2 Know what is meant by the term 'biome' | F2 Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months |
| L3 Distinguish between the Northern and Southern hemisphere on both a world map and a globe | | H3 Recognise the physical conditions necessary for the creation of different biomes | F3 Use graphs to record features such as temperature or rainfall across the world |
| | | H4 Label layers of a rainforest and know what deforestation is | F4 Understand how to use four-figure grid references |
| | | H5 Research to find specific information related to geographical features | F5 Use a world map to identify geographical features such as biomes |
| | | H6 Recognise that different climate dictates the human activity possible in a different landscape | |
| | | H7 Know how different countries trade with each other | |
| | | H8 Know what is meant by sustainability, global citizenship and ethical codes | |
| | | H9 Know which countries are exploited and locate them on a world map | |
| | | H10 Understand what people mean by 'Fairtrade' | |



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| | | H11 Know why it is important to work to a culture of Fairtrade | |
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Year 4 Topic Coverage

| Autumn | Spring | Summer |
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| Why do so many British people go to the Mediterranean for their holidays? | What is 'Fairtrade' and why should it matter to us? | What are biomes and how are they created? |
| L1, L2, L3, P1, P2, H1, F1, F2, F3 | H7, H8, H9, H10, H11 | P2, H2, H3, H4, H5, H6, F3, F4, F5 |
| Subject specific vocabulary | | |
| Holiday, destination, lifestyle, language, Italy, Greece, Spain, Malta, Turkey, France | Sustainability, global citizenship, ethical codes, developing countries, cooperatives, Fairtrade premium | Biome, tundra, desert, landscape, marine biome, grasslands |
| Key knowledge | | |
| <ul style="list-style-type: none"> • Exactly where the Mediterranean is • Which countries border the Mediterranean Sea and information about them • How to human and physical features of the UK differ from those of the Mediterranean countries • How to compare and contrast a holiday resort on the Mediterranean with that of one in the UK • What Brexit is and why it is important to know about it | <ul style="list-style-type: none"> • Where the goods on the supermarket shelves come from • What Fairtrade is and why we need an organisation like Fairtrade Foundation • Which countries are exploited and where they are on a world map • What is meant by export and import • Why we should consider boycotting buying some goods and the reasons why | <ul style="list-style-type: none"> • The different types of biomes and what creates them • What the main features of a rainforest are • The main features of a tundra and desert • Where the different regions in the world are and where different biomes exist • How to carry out an in-depth study of a type of biome and present the findings to others in the class |