




# Year 4 Geography Curriculum

	Autumn
Project	Settlements
<b>Locational Knowledge - Substantive Knowledge 'Knowing About'</b>	Locate more countries of Europe and N/S America using maps and identify key human features, cities Explore how some aspects of physical and human characteristics have changed over time along the River Tyne and how river channels change over time.
<b>Human &amp; Physical Geography - Geographical Key Concepts 'Knowing that'</b>	Describe and understand aspects of physical geography and how they influence the human world and human activity Describe and understand aspects of human geography settlement- where settlements are located, their names, size and population and key features. The economic activity and distribution of natural resources . The Physical and human geography of the local area in relation to the River Tyne.
<b>Skills &amp; Fieldwork - Geographical Application 'Knowing how to apply'</b>	Securely use world maps, atlases and globes and use digital mapping to find and locate settlements of different sizes using satellite images. To classify settlements using more than one criteria. To use their substantive knowledge to plan a town of their own. Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology
<b>Place Knowledge - Geographical Practice 'Knowing How'</b>	Explain geographical similarities and differences by comparing settlement sizes, how settlements change over time . Explain how settlements changed over time and communicate geographically.
<b>Subject Outcomes</b>	Categorise ,Classify, Sequence, Compare and Contrast, Recall, Reason/Speculate, Summarise, Synthesise, Explain
<b>Geographical Vocabulary</b>	<b>Settlements</b> settlement, village, town, city, hamlet, population, community, housing, transport, services, industry, economy, trade, market, agriculture, farmland, employment, migration, rural, urban, suburban, infrastructure, communication, transport links, roads, railways, ports, facilities, resources, environment, landscape, location, site, situation, land use, pattern, function, settlement hierarchy, region, growth, development, change, sustainability, planning, buildings, homes, amenities, lifestyle, density, boundary, neighbourhood, map, grid reference, compass, human geography, physical geography
<b>How the Units fit in</b>	Y1 Brazil to Uk comparison, Y2 Life on an Island, Y5 Crete and Alaska, Y6 Patagonia

# Year 4 Geography Curriculum

	<h2 style="margin: 0;">Spring</h2>
<p style="text-align: center;">Project</p>	<p style="text-align: center;">Rivers</p>
<p><b>Locational Knowledge - Substantive Knowledge 'Knowing About'</b></p>	<p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities and how they are linked to rivers.</p> <p>Name and locate rivers the countries and cities through which they flow . Naming the topographical and geographical features or rivers and the location of examples locally.</p> <p>Explore how some aspects of physical and human characteristics have changed over time along the River Tyne and how river channels changed over time.</p>
<p><b>Human &amp; Physical Geography - Geographical Key Concepts 'Knowing that'</b></p>	<p>Describe and understand aspects of physical geography rivers ( size , shape human impact ), mountains in relation to rivers, and the hydrological cycle)</p> <p>Describe and understand aspects of human geography settlement- where settlements are located, their names, size and population and key features. The economic activity and distribution of natural resources . Why can some plants /crops only be grown here ?</p>
<p><b>Skills &amp; Fieldwork - Geographical Application 'Knowing how to apply'</b></p>	<p>Securely use world maps, atlases and globes and use digital mapping to find rivers and river features, locate settlements on rivers , use satellite images.</p> <p>To use their substantive knowledge to plan a town of their own.</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, river profile graphs, digital technology</p>
<p><b>Place Knowledge - Geographical Practice 'Knowing How'</b></p>	<p>Explain geographical similarities and differences by comparing river course changes, how rivers change over time . Explain how settlements and the Tyne Valley have changed over time and communicate geographically</p>
<p><b>Subject Outcomes</b></p>	<p>Categorise ,Classify, Sequence, Compare and Contrast, Recall, <b>Reason/Speculate, Summarise, Synthesise, Explain</b></p>
<p><b>Geographical Vocabulary</b></p>	<p><b>Rivers</b> river, source, mouth, tributary, confluence, channel, bank, bed, current, flow, meander, oxbow lake, erosion, deposition, transportation, sediment, delta, floodplain, valley, waterfall, gorge, upstream, downstream, river basin, watershed, course, upper course, middle course, lower course, estuary, load, silt, pebbles, boulders, meander bend, river cliff, slip-off slope, hydraulic action, abrasion, attrition, solution, weathering, runoff, infiltration, evaporation, condensation, precipitation, water cycle, drainage, landscape, erosion processes, deposition features, river features</p>

# Year 4 Geography Curriculum

	<h2>Summer</h2>
<b>Project</b>	<b>The River Tyne and local Area</b>
<b>Locational Knowledge - Substantive Knowledge 'Knowing About'</b>	<p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities and how they are linked to rivers.</p> <p>Map and understand the journey of the Tyne.</p> <p>Explore how some aspects of physical and human characteristics have changed over time along the River Tyne and how river channels changed over time.</p>
<b>Human &amp; Physical Geography - Geographical Key Concepts 'Knowing that'</b>	<p>Describe and understand aspects of physical geography rivers ( size , shape human impact ), hills in relation to rivers, and the hydrological cycle.</p> <p>Describe and understand aspects of human geography settlement- where settlements are located along the Tyne, their names, size and population and key features. The economic activity and distribution of natural resources along the Tyne.</p> <p>The Physical and human geography of the local area in relation to the River Tyne.</p>
<b>Skills &amp; Fieldwork - Geographical Application 'Knowing how to apply'</b>	<p>Securely use world maps, atlases and globes and use digital mapping to find rivers and river features along the Tyne, using satellite images.</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, river profile graphs, digital technology.</p>
<b>Place Knowledge - Geographical Practice 'Knowing How'</b>	<p>Explain geographical similarities and differences by comparing river course changes, how rivers change over time locally . Explain how rivers and the Tyne Valley have changed over time and communicate geographically</p>
<b>Subject Outcomes</b>	<p>Categorise ,Classify, Sequence, Compare and Contrast, Recall, <b>Reason/Speculate, Summarise, Synthesise, Explain</b></p>
<b>Geographical Vocabulary</b>	<p><b>River Tyne and local area study:</b> River Tyne, river mouth, port, harbour, industry, trade, transport, shipbuilding, bridge, dam, hydroelectric power, settlement, population, urban, rural, land use, environment, pollution, conservation, tourism, recreation, wildlife, habitats, ecosystem, geography, human features, physical features, sustainability, change, Newcastle, Northumberland, North Sea, Tyne Bridge</p>
<b>How the Units fit in</b>	<p>Y4 Rivers , Y1 Local Area</p>