

Year 4 Scheme of Work – Geography

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
4.2 What are rivers and how are they used?	5	<ul style="list-style-type: none"> To describe how the water cycle works. To recognise the features and courses of a river. To name and locate some of the world's longest rivers. To describe how rivers are used. To identify and locate human and physical features on a map. To collect data on the features of a local river. 	<ul style="list-style-type: none"> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved. 	<ul style="list-style-type: none"> - Modelling - Practical activities 	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p>	<p>Geography Locational knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Human and physical geography Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human 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. <p>Geographical skills and fieldwork Pupils should be taught to:</p> <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, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, 	<p>Physical education Pupils should be taught to:</p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team.

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						<p>record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<p>4.4 Why are rainforests important to us?</p>	<p>5</p>	<ul style="list-style-type: none"> To describe and give examples of a biome and find the location and some features of the Amazon rainforest. To describe the characteristics of each layer of a tropical rainforest. To understand the lives of indigenous peoples living in the Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon. To understand how local woodland is used using a variety of data collection methods. To analyse and present findings on how local woodland is used. 	<ul style="list-style-type: none"> Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area. 	<ul style="list-style-type: none"> - Modelling - Practical activities 	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p>	<p>Geography Locational knowledge 'Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time' <p>Place knowledge 'Pupils should be taught to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America' <p>Human and physical geography 'Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water' <p>Human and physical geography 'Pupils should be taught to:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area using 	<p>Mathematics Statistics</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs complete, read and interpret information in tables, including timetables'</p> <p>English Spoken language</p> <p>listen and respond appropriately to adults and their peers articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives</p>

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						<p>a range of methods, including sketch maps, plans and graphs, and digital technologies'</p>	<p>for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisation and debates gain, maintain and monitor the interest of the listener(s)'</p>
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<p>4.6 Where does our food come from?</p>	<p>5</p>	<ul style="list-style-type: none"> To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food. 	<ul style="list-style-type: none"> Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. 	<p>- Modelling</p> <p>- Practical activities</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p> <p>Travel Guide</p>	<p>Geography Human and physical geography Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> human 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. <p>Geographical skills and fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Design and technology Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>English Spoken language Ask relevant questions to extend their understanding and knowledge. Speak audibly and fluently with an increasing command of Standard English.</p>