**Y4 Geography Whole School Progression of Knowledge and Skills**

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| **YEAR FOUR** | | | |
| **Context** | **Rivers** | **South America – The Rainforest** | **South America – The Amazon** |
| **Vocabulary/Significant Knowledge** | Water cycle, evaporation, precipitation, condensation, overland flow, mouth, channel, hydro-electric power, crops, transporting, recreational, source, mouth, meander, tributary, v shaped valley, water fall, ox bow lake, dam, irrigation, continent, country, 5 Sheffield rivers (Don, Loxley, Porter, Sheaf, Meersbrook) | Rainforest, equator, Congo, continent, Amazon, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, Aka people, nomadic, hunter-gatherer, deforestation, indigenous, fell, ecosystem, farming, oxygen, carbon dioxide, fertile, Manaus, biodiversity | Amazon Basin, Bolivia, Brazil, Ecuador, equatorial, Peru, tributary, Tropic of Capricorn, Venezuela, access, biodiverse, biome, ecosystem, food chain, humidity, river basin, charity, deforestation, photosynthesis, poverty, capital, state, trade, urban, volume, agriculture, latitude, longitude, ,manufacturing, rural. |
| **Enquiry Questions** | What is a river?  What is special about Sheffield?  How do people use rivers?  What journeys do rivers make?  How do people change rivers?  How can I find out about the world’s longest river? | Where are the world’s rainforests?  What makes up a rainforest?  What are the main features of a rainforest?  What is the Congo rainforest like?  Why are the rainforests being cut?  Why does the Amazon Rainforest matter so much? | Where is the Amazon?  Why does the Amazon matter?  Why does the Amazon need to be protected?  What is it like in a rainforest city?  How does the Amazon Basin compare with other places we have studied?  What do I know about the Amazon basin? |
| **Locational**  **Knowledge** | * Demonstrate knowledge of features about places around them and beyond the UK. | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify the position and significance of the Arctic and Antarctic Circle. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Locate the Amazon River, the world’s rainforests, the Amazon, * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify the position and significance of the Arctic and Antarctic Circle. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Locate the Amazon River, the world’s rainforests, the Amazon, * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK |
| **Place Knowledge** | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. |
| **Human And Physical Skills** | * Explain about weather conditions/ patterns around the UK and parts of Europe. * Identify physical and human features of the locality eg, rivers, water cycle, * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. | * Explain about weather conditions/ patterns around the UK and parts of Europe. * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. * Explore weather patterns around parts of the world. | * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. * Explore weather patterns around parts of the world. |
| **Geographical Skills and Fieldwork** | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use fieldwork instruments and make more detailed fieldwork sketches/diagrams. * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Recognise that different people hold different views about an issue and begin to understand some reasons why. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use fieldwork instruments and make more detailed fieldwork sketches/diagrams. * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Recognise that different people hold different views about an issue and begin to understand some reasons why. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Recognise that different people hold different views about an issue and begin to understand some reasons why. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. |