

		Physical and human features of the local area		Term 2
Year 4	Skills	Knowledge	Outcomes	
Location and place knowledge	<p>Use maps to name and locate some of the main cities in the north and south of the UK.</p> <p>Use map and globes to name and locate some well-known regions and countries of Europe.</p> <p>Use maps and globes to locate North America and begin naming and locating some of the North American countries, regions and cities.</p> <p>Identify key topographical features (in hills, mountains, coasts and rivers) of places studied and understand how some of these have changed over time.</p> <p>Identify and use the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere.</p> <p>Begin understanding what the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones of the countries studied.</p> <p>Begin locating these on a map.</p> <p>Study main cities and villages in the UK; identifying and comparing the main human and physical features.</p> <p>Study a country/region in south America; Identifying its main human and physical features, Study photographs, pictures, maps, weather patterns, temperatures and populations.</p> <p>Make comparisons to where we live.</p> <p>Understand how places studied have changed over time; beginning to identify the main differences between human and physical characteristics.</p>	<ul style="list-style-type: none"> I can locate the UK on a world map I can use a map to locate a region, county and town I can use the eight points of a compass to navigate around a map I can use simple sketch maps that show how land is used. I can draw a simple sketch map I can use a key on a map to show how land is used I can create a simple sketch map to show how land is used. I can describe land use in urban and rural areas in the UK. I can children collect evidence. I can children record evidence. I can explain why Cheltenham is a town not a city or village 	<ul style="list-style-type: none"> Why did people settle here to make Cheltenham - hills / Chelt? Create an information sheet Annotate photos of the local area showing human / physical features Create a comparison sheet between Bishops Cleeve, Cheltenham and Gloucester. <p>Map work</p> <ul style="list-style-type: none"> Learn how to read an ordnance survey map and use grid references (to be reinforced in later units - i.e. North America) Where is Cheltenham? County maps / UK maps - Where is Cleeve Hill / Leckhampton Hill / The Malverns What information can you find from the key e.g. are there green spaces already marked on a map? Looking a contour lines / points of interest Can your pupils identify places on your local map that your pupils already know about, such as their homes or places of local interest? What physical / human features can you identify from the map e.g. streams and rivers, hills and valleys, woodland or fields? <p>Fieldtrip to local hill / area</p> <ul style="list-style-type: none"> Create geographical questions on what they would like to find out on fieldtrip Look at OS Maps and identify key features Plan the route <p>Collecting data;</p> <ul style="list-style-type: none"> Annotating a base map with information Field sketches of different scenes or views that they see Taking photographs and recording the location and information they are collecting. Creating a land-use map of their local area with a key and symbols and annotated sketches or photos (including aerial photographs) to record the information from their field notes. Build a model of a landscape - using evidence they have gathered Create a double page spread comparing The Malverns, Leckhampton Hill & Cleeve Hill Investigate why they are hills and not mountains Look at how these areas have prompted tourism and the impact upon the local area both physical and human 	
Human & Physical Geography	<p>Understand and accurately use the term 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> <p>Understand and accurately use the term physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and compare the main human and physical features of a well-known city.</p> <p>Describe the main human and physical features of a village</p> <p>Describe the human and physical differences between cities and villages.</p> <p>Explain the push and pull factors for living in cities and why these have changed over time</p> <p>Explain why people choose to live in a village rather than a city.</p> <p>Describe the main human and physical features of North America.</p> <p>Identify and describe trade links in more detail; look at trade links from around the world in relation to a few key items - chocolate, coffee, energy and other key exported items.</p> <p>Discuss and debate fair trade and the impact on local lives.</p> <p>Identify key environmental issues - Water/plastic pollution, Greenhouse effect, clean energy.</p> <p>Begin to find different views on an environment issue. What is their view?</p> <p>Understand the human and physical features of a place.</p>			

<p>Fieldwork</p>	<p>Collect and record evidence. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map. Use 4 compass points accurately. Use grid references to locate features on a map confidently. Begin to recognise symbols on an OS map. Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. Understand why a key is needed. Locate places on large scale maps. Physically follow a route on a large scale map. Match boundaries on different scale maps (E.g. find same boundary of a county on different scale maps) Use large and medium scale OS maps. Use junior atlases. Use Google maps. Identify features on aerial/oblique photographs.</p>	<p>Vocabulary</p> <p>urban/ rural hemisphere valley contour distance scale grid reference satellite settlement land-use map aerial photos town city village tourism environmental impact</p>	<p>http://digimapforschools.edina.ac.uk/cosmo/home https://www.rgs.org/schools/teaching-resources/ https://cdn.shopify.com/s/files/1/0338/5478/3626/files/Investigating_our_Local_Area_Geography_Overview.pdf?v=1644236135 http://www.kypwest.org.uk/ http://www.kypwest.org.uk/wp-content/uploads/2017/06/831%20-%20KYP%20-%20Learning%20Pack%20(Digital).pdf</p>
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