

Year 4	Below	Just below	Inline
<p><b>Locational Knowledge</b> The UK and local area The world and continents</p>	<ul style="list-style-type: none"> <li>Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map.</li> <li>Pupils can, with increasing accuracy, locate cities of the United Kingdom.</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can locate countries in Europe, North and South America on a map.</li> <li>Pupils can locate cities of the United Kingdom.</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can confidently locate countries in Europe, North and South America on a map.</li> <li>Pupils can locate cities of the United Kingdom and are beginning to identify counties.</li> <li>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</li> </ul>
<p><b>Place Knowledge</b> Understanding places and connections</p>	<ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography.</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography.</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography.</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography.</li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>Pupils can describe some aspects of physical geography.</li> <li>Pupils can describe some aspects of human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe aspects of physical geography.</li> <li>Pupils can describe aspects of human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe an increased range of aspects of physical geography.</li> <li>Pupils can describe an increased range of aspects of human geography.</li> </ul>
<p><b>Geographical Skills and Fieldwork</b> Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently.</li> <li>Pupils are using four figure grid references more accurately and are becoming increasingly accurate with symbols and key (including the use of Ordnance Survey Maps).</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps).</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps).</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</li> </ul>

Year 4	Greater depth
<p><b>Locational Knowledge</b> The UK and local area The world and continents</p>	<ul style="list-style-type: none"> <li>• Pupils can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west).</li> <li>• Pupils can locate and describe several contrasting physical environments. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and label the mountains/hills where the source of these rivers is found.)</li> <li>• Pupils can locate most countries in Europe and North and South America using an atlas.</li> <li>• Pupils can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route and what you would expect to see on the way.)</li> <li>• Pupils can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night). (E.g. Individually or leading a group, create a locational map game, quiz or puzzle for other children in their class or school to test knowledge and understanding of the significance of latitude and longitude.)</li> </ul>
<p><b>Place Knowledge</b> Understanding places and connections</p>	<ul style="list-style-type: none"> <li>• Pupils can have a good understanding of the <b>physical and human geography</b> of the UK and its contrasting human and physical environments.</li> <li>• Pupils can explain why some regions are different from others and give reasons why some are similar. (E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas.)</li> <li>• Pupils can offer explanations for the similarities and differences between some <b>regions</b> in Europe and North or South America.</li> <li>• Pupils can describe and compare the physical and human characteristics of some regions in North or South America.</li> <li>• Pupils can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America. (E.g. Using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas. Select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities.)</li> <li>• Pupils can offer reasons why physical <b>processes</b> can cause hazards to people.</li> <li>• Pupils can offer explanations for the advantages and disadvantages of living in hazard-prone areas. (E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research, and investigate how people are attempting to minimise the impacts of future earthquakes.)</li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Pupils can indicate tropical, temperate and polar <b>climate zones</b> on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>• Pupils can understand the relationship between climate and vegetation. (E.g. Independently prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment.)</li> <li>• Pupils can describe several physical features and describe how they change.</li> <li>• Pupils can describe and name the key landscape features of river and mountain environments in the UK.</li> <li>• Pupils can explain the water cycle in appropriate geographical language.</li> <li>• Pupils can describe some of the processes associated with rivers and mountains. (E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one or more examples of volcanoes around the world.)</li> <li>• Pupils can describe the distinctive characteristics of <b>settlements</b> with different functions and of different sizes, e.g. coastal towns.</li> <li>• Pupils can describe the main land uses within urban areas and the activities that take place there.</li> <li>• Pupils can describe the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)</li> </ul>
<p><b>Geographical Skills and Fieldwork</b> Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> <li>• Pupils can use an atlas to locate many countries, cities and key features in Europe or North and South America.</li> <li>• Pupils can use a map to locate the states of the USA.</li> <li>• Pupils can use an atlas to name and locate a range of cities and counties in the UK. (E.g. Use an atlas with confidence to locate places using latitude and longitude, be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others.)</li> <li>• Pupils can know that six-figure grid references can help you find a place more accurately than four-figure grid references.</li> <li>• Pupils can use the scale bar or 1 km grid to estimate distance.</li> <li>• Pupils can recognise patterns on maps and begin to explain what they show. (E.g. Independently follow a stretch of river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references. Write a description of the river's course using this information.)</li> <li>• Pupils can make a detailed map of a short route with features in the correct order and in the correct places.</li> <li>• Pupils can make a scale plan of a room with objects in the room.</li> <li>• Pupils can present information gathered in <b>fieldwork</b> using a range of graphs.</li> <li>• Pupils can use the zoom function to explore places at different scales and add annotations. (E.g. Using Google Earth independently - starting at Denver, Colorado, near to the centre of the USA - zoom out to identify states, cities and physical features of the USA. Locate them on a map.)</li> <li>• Pupils can plan a <b>fieldwork</b> investigation in the <b>local area</b> selecting appropriate techniques. (E.g. Take a lead in planning and creating a river in the playground and select a range of natural materials to use. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and annotate with key river features and processes.)</li> </ul>