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| **Happiness Responsibility Friendship Respect Courage** |
| **GEOGRAPHY - Year 3 and Year 4** |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?**  | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Skills:Locating some countries in Europe and North and South America using maps. | **Locational knowledge** | ✔ | ✔ |  | ✔ |  | ✔ |
| Locating some major cities of the countries studied. |  |  | ✔ |  | ✔ | ✔ |
| Locating key physical features in countries studied including significant environmental regions.  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Locating some key human features in countries studied. |  | ✔ | ✔ | ✔ | ✔ |  |
| Locating the world’s most significant mountain ranges on a map and identifying any patterns. | ✔ |  |  |  |  | ✔ |
| Locating where the world’s  |  |  |  |  |  |  |
| volcanoes are on a map and identifying the ‘Ring of Fire’. |  | ✔ |  |  |  |  |  |
| Locating some of the world’s most significant rivers and identifying any patterns. |  |  |  | ✔ |  | ✔ |
| Locating some counties in the UK (local to your school). |  |  | ✔ |  |  |  |
| Locating some cities in the UK (local to your school). |  |  | ✔ |  |  | ✔ |
| Beginning to locate the twelve geographical regions of the UK. |  |  | ✔ |  |  | ✔ |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?**  | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Skills:Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. | **Locational knowledge** |  |  | ✔ | ✔ |  | ✔ |
| Identifying how topographical features studied have changed over time using examples.  | ✔ |  |  | ✔ |  |  |
| Describing how a locality has changed over time, giving examples of both physical and human features. | ✔ |  | ✔ | ✔ |  |  |
| Finding the position of the Equator and describing how this impacts our environmental regions. |  | ✔ |  | ✔ | ✔ |  |
| Finding lines of latitude and longitude on a globe and explaining why these are important. |  | ✔ |  | ✔ |  |  |
| Identifying the position of the Tropics of Cancer and Capricorn and their significance.  |  | ✔ |  | ✔ | ✔ |  |
| Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. |  | ✔ |  |  |  |  |
| Identifying the position and significance of both the Arctic and Antarctic Circle. |  | ✔ |  |  | ✔ |  |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?** | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Knowledge:To know where North and South America are on a world map. | **Locational knowledge** |  | ✔ |  | ✔ | ✔ | ✔ |
| To know the names of some countries and major cities in Europe and North and South America. | ✔ | ✔ |  | ✔ |  |  |
| To know the names of some of the world’s most significant mountain ranges. | ✔ |  |  |  |  | ✔ |
| To know the names of some of the world’s most significant rivers. |  |  | ✔ | ✔ |  | ✔ |
| To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. | ✔ |  |  |  |  |  |
| To know that climate zones are  |  |  |  |  |  |  |
| areas of the world with similar climates. |  |  | ✔ |  | ✔ | ✔ |  |
| To know the world’s different climate zones (equatorial, tropical, hot desert, temperate and polar).\* |  | ✔ |  | ✔ | ✔ |  |
| To know that biomes are areas of the world with similar climates, vegetation and animals.\* |  | ✔ |  | ✔ | ✔ |  |
| To know the world’s biomes.\* |  | ✔ |  | ✔ | ✔ |  |
| To know vegetation belts are areas of the world which are home to similar plant species.\* |  |  |  | ✔ | ✔ |  |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?**  | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Knowledge:To know the name of some counties in the UK (local to your school). | **Locational knowledge** |  |  | ✔ | ✔ |  | ✔ |
| To know the name of some cities in the UK (local to your school). |  |  | ✔ |  |  | ✔ |
| To know the name of the county that they live in and their closest city. |  |  | ✔ |  |  | ✔ |
| To begin to name the twelve geographical regions of the UK. |  |  | ✔ |  |  | ✔ |
| To know the main types of land use.\* | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| To know some types of settlement.\* | ✔ |  | ✔ |  |  | ✔ |
| To know that countries near the Equator have less seasonal change than those near the poles. |  | ✔ |  | ✔ | ✔ |  |
| To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. |  | ✔ |  | ✔ | ✔ |  |
| To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. |  | ✔ |  |  | ✔ |  |
| **Lower key stage 2** |  | **Year 3** |  |  | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?** | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Knowledge:To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. | **Locational knowledge** |  | ✔ |  | ✔ | ✔ |  |
| To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. |  | ✔ |  | ✔ | ✔ |  |
| To know the Northern and Southern hemisphere are ‘halves’ of the Earth, above and below our Equator and have alternate seasons to each other. |  | ✔ |  |  | ✔ |  |
| To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. |  | ✔ |  |  |  |  |
| To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. |  | ✔ |  |  |  |  |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?**  | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Skills:Describing and beginning to explain similarities between two regions studied. | **Place knowledge** |  | ✔ | ✔ | ✔ | ✔ |  |
| Describing and beginning to explain differences between two regions studied. |  | ✔ | ✔ | ✔ | ✔ |  |
| Describing how and why humans have responded in different ways to their local environments. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Discussing climates and their impact on trade, land use and settlement. |  | ✔ |  | ✔ | ✔ |  |
| Explaining what measures humans have taken in order to adapt to survive in cold places.  |  | ✔ |  |  |  |  |
| Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. |  | ✔ | ✔ | ✔ | ✔ |  |
| Knowledge:To know the negative effects of living near a volcano. | ✔ |  |  |  |  |  |
| To know the positive effects of living near a volcano. | ✔ |  |  |  |  |  |
| To know the negative effects an earthquake can have on a community. | ✔ |  |  |  |  |  |
| To know ways in which communities respond to earthquakes. | ✔ |  |  |  |  |  |
| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?**  | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Skills:Mapping and labelling the six biomes on a world map.  | **Human and physical geography** |  |  |  | ✔ | ✔ |  |
| Understanding some of the causes of climate change. | ✔ |  |  | ✔ | ✔ |  |
| Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.  | ✔ |  |  |  |  | ✔ |
| Describing where volcanoes, earthquakes and mountains are located globally. | ✔ | ✔ |  |  |  | ✔ |
| Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. | ✔ |  | ✔ | ✔ |  | ✔ |
| Describing how humans use water in a variety of ways. |  | ✔ |  | ✔ |  | ✔ |
| Describing and understanding  |  |  |  |  |  |  |
| types of settlement and land use. |  |  | ✔ | ✔ | ✔ | ✔ | ✔ |
| Explaining why a settlement and community has grown in a particular location. |  |  | ✔ | ✔ | ✔ | ✔ |
| Explaining why different locations have different human features. |  | ✔ | ✔ |  | ✔ | ✔ |
| Explaining why people might prefer to live in an urban or rural place. |  | ✔ | ✔ |  | ✔ |  |
| Describing how humans can impact the environment both positively and negatively, using examples. |  |  |  | ✔ | ✔ |  |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?**  | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Knowledge:To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. | **Human and physical geography** |  | ✔ |  | ✔ |  | ✔ |
| To know the courses and key features of a river. |  |  |  |  |  | ✔ |
| To know the different types of mountains and volcanoes and how they are formed. | ✔ |  |  |  |  | ✔ |
| To know that an earthquake is the intense shaking of the ground. | ✔ |  |  |  |  |  |
| To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.\* |  | ✔ |  | ✔ | ✔ |  |
| To know the world’s biomes.\* |  | ✔ |  | ✔ | ✔ |  |
| To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.  |  | ✔ |  | ✔ | ✔ |  |
| To know that climate zones are areas of the world with similar climates.\* |  | ✔ |  | ✔ | ✔ |  |
| To know the world’s different climate zones.\* |  | ✔ |  | ✔ | ✔ |  |
| To know that climates can influence the foods able to grow. |  |  |  | ✔ | ✔ |  |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?** | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Knowledge:To know the main types of land use.\* | **Human and physical geography** |  |  | ✔ | ✔ | ✔ | ✔ |
| To know the different types of settlement.\* | ✔ |  | ✔ |  |  | ✔ |
| To know water is used by humans in a variety of ways. |  | ✔ | ✔ |  |  | ✔ |
| To know an urban place is somewhere near a town or city. |  |  | ✔ |  |  | ✔ |
| To know a rural place is somewhere near the countryside. |  |  | ✔ |  |  | ✔ |
| To know that a natural resource is something that people can use which comes from the natural environment. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| To know the threats to the rainforest both on a local and global scale. |  |  |  | ✔ |  |  |
| To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.  |  |  |  |  | ✔ |  |
| To know the UK grows food locally and imports food from other countries. |  |  | ✔ |  | ✔ | ✔ |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?** | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Skills:Beginning to use maps at more than one scale. | **Geographical skills and fieldwork** | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. |  | ✔ | ✔ | ✔ | ✔ | ✔ |
| Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. |  | ✔ | ✔ |  | ✔ | ✔ |
| Using the scale bar on a map to estimate distances. |  | ✔ | ✔ |  | ✔ |  |
| Finding countries and features of countries in an atlas using contents and index. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Zooming in and out of a digital map. |  | ✔ | ✔ |  |  | ✔ |
| Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. |  |  | ✔ |  |  | ✔ |
| Accurately using 4-figure grid references to locate features on a map in regions studied. |  | ✔ |  |  |  | ✔ |
| Beginning to locate features using the 8 points of a compass. |  | ✔ |  |  |  | ✔ |
| Using a simple key on their own map to show an example of both physical and human features. |  |  | ✔ |  |  | ✔ |
| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?** | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Skills:Following a route on a map with some accuracy. | **Geographical skills and fieldwork** |  |  | ✔ |  |  | ✔ |
| Saying which directions are N, S, E, W on an OS map. |  |  | ✔ |  |  | ✔ |
| Making and using a simple route on a map. |  | ✔ | ✔ | ✔ |  |  |
| Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. |  |  | ✔ |  |  | ✔ |
| Beginning to choose the best approach to answer an enquiry question. |  |  | ✔ | ✔ | ✔ | ✔ |
| Mapping land use in a small local area using maps and plans. |  |  | ✔ | ✔ |  | ✔ |
| Making a plan for how they wish  |  |  |  |  |  |  |
| to collect data to answer an enquiry-based question, with the support of a teacher. |  |  |  |  | ✔ | ✔ |  |
| Asking and answering one-step and two-step geographical questions.  | ✔ |  | ✔ | ✔ | ✔ | ✔ |
| Observing, recording, and naming geographical features in their local environments.  | ✔ | ✔ | ✔ | ✔ |  | ✔ |
| Using simple sampling techniques appropriately. | ✔ |  |  |  |  |  |
| Making digital audio recordings for a specific purpose. |  |  |  |  | ✔ |  |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?**  | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Skills:Designing a questionnaire/interview to collect qualitative fieldwork data. | **Geographical skills and fieldwork** |  |  |  |  | ✔ |  |
| Taking digital photos and labelling or captioning them. | ✔ |  | ✔ |  |  | ✔ |
| Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. |  |  |  | ✔ |  | ✔ |
| Beginning to use a simplified Likert Scale to record their judgements of environmental quality. |  |  |  |  |  | ✔ |
| Collecting quantitative data in charts and graphs. |  |  |  | ✔ |  |  |
| Using a questionnaire/interview to collect qualitative fieldwork data. |  |  |  | ✔ | ✔ |  |
| Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. | ✔ |  |  | ✔ | ✔ | ✔ |
| Suggesting different ways that a locality could be changed and improved. |  |  |  | ✔ |  | ✔ |
| Finding answers to geographical questions through data collection.  | ✔ |  | ✔ | ✔ | ✔ | ✔ |

 **Key skills and knowledge by unit**  www.kapowprimary.com

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?** | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Knowledge:To understand that a scale shows how much smaller a map is compared to real life. | **Geographical skills and fieldwork** |  | ✔ | ✔ |  |  | ✔ |
| To recognise world maps as a flattened globe. | ✔ | ✔ |  | ✔ |  | ✔ |
| To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.  |  |  | ✔ | ✔ |  | ✔ |
| To know that an OS map shows human and physical features as symbols. |  |  | ✔ | ✔ |  | ✔ |
| To know that grid references help  |  |  |  |  |  |  |
| us locate a particular square on a map. |  |  |  |  |  | ✔ | ✔ |
| To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. |  | ✔ |  |  |  | ✔ |
| To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). |  |  | ✔ |  |  | ✔ |
| To know an enquiry-based question has an open-ended answer found by research.  |  |  | ✔ | ✔ | ✔ | ✔ |

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| **Lower key stage 2** | **Year 3** | **Year 4** |
| **Why do people live near volcanoes?** | **Who lives in Antarctica?** | **Are all settlements the same?**  | **Why are rainforests important to us?** | **Where does our food come from?** | **Rivers unit to be taught in Year 6** |
| Knowledge:To know how to use various simple sampling techniques. | **Geographical skills and fieldwork** | ✔ |  |  |  |  |  |
| To know what a questionnaire and an interview are. |  |  |  | ✔ | ✔ |  |
| To know that quantitative data involves numerical facts and figures and is often objective. |  |  |  | ✔ | ✔ |  |
| To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. | ✔ | ✔ |  | ✔ |  | ✔ |
| To know a Likert scale is used to record people’s feelings and attitudes.  |  |  |  |  |  | ✔ |
| To know that qualitative data involves opinions, thoughts and feelings and is often subjective. |  |  |  | ✔ | ✔ |  |
| To know what a bar chart, pictogram and table are and when to use which one best to represent data. |  |  | ✔ | ✔ |  | ✔ |