



Year 4 – Geography

<u>National Curriculum Objectives (statutory)</u>	<u>Fordbridge suggestions</u>
<u>Locational knowledge</u> - Locate the world's countries, using maps to focus on the location of North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Understand how some human and physical characteristics, key topographical features have changed over time.	1. North America countries and major cities: - Canada/Ottawa, USA/Washington, Mexico/Mexico City South America countries and major cities: - Brazil/Rio De Janeiro, Argentina/Buenos Aires, Columbia/Bogota, Chile/Santiago, Peru/Lima, Venezuela/Caracas Mexico / The Maya. - Demonstrate knowledge of features about places around them and beyond the UK. 2. Changing Planet - Use web mapping tool for a satellite view of the area e.g. Mount Vesuvius and locate on map 3. Raging Rivers -Map the route of river using features of riverThe River Cole is a river in the UK that flows through parts of Oxford and Birmingham. Like all rivers, it can erode (wear away) the land around it over time
<u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of North or South America.	
<u>Human and Physical Geography</u> - Describe and understand the key aspects of physical geography, including; volcanoes, rivers and water cycle. - Describe and understand the key aspects of human geography, including: the distributions of natural resources (energy).	1. Human geography - natural resources. 2. Recognise some physical and human processes (e.g. eruptions) and explain how these can cause changes in places and environments. Use geographical vocabulary to describe processes (tectonic plate, crust, epicentre, intensity, liquefaction, magnitude, Richter Scale)



Year 4 – Geography

Human geography - types of settlement and land use, economic activity including trade links, natural resources (food, minerals and water)

Physical geography - climate zones, rivers, mountains and volcanoes

Use maps, atlases and globes to locate countries studied. Use secondary resources to describe features.

Compare positives and negatives of living at the bottom of a volcano. E.g. crops, land.

3. How Does River Erosion Happen on the River Cole?

Water Flow: As the **River Cole** flows, the **water moves fast** in some places and slower in others. When the water moves quickly, it **pushes against** the land and breaks off pieces of rock and soil.

Carrying Materials: The water picks up these pieces and carries them downstream, like tiny bits of **sand, dirt, and rocks**.

Wearing Down the Riverbanks: Over time, the water slowly **wears down** the **riverbanks** (the sides of the river). This can cause parts of the banks to **collapse** into the river.

What Changes Happen Because of Erosion on the River Cole?

Meanders: The River Cole often **bends** and curves in some places. These bends are called **meanders**. The water erodes the land on the outside of the curve and builds up land on the inside of the curve, making the meander grow bigger over time.

Wider and Deeper: As the river keeps eroding the banks, it can make the river **wider** and **deeper**. This can change the shape of the landscape around it.

Floodplains: Sometimes, when the river floods, it can leave **sediment** (tiny bits of soil and sand) on the land next to it, creating a **floodplain**. This is a flat area that can be very **fertile** for plants to grow.

Why is River Erosion Important for the River Cole?

Shaping the Land: Erosion helps create **landforms** like **meanders** and **floodplains**, which are important parts of the river's journey.

Habitat for Animals: The changes caused by erosion can create new homes for animals and plants along the river.



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Geographical skills and fieldwork

- Use maps, globes, atlases and digital/computer mapping to locate a European country.
- Use 4 - 6 figure grid references.
- Use the 4- 8 points of a compass
- Draw accurate maps with more complex keys.
- Plan the steps and strategies for an enquiry.
- 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.

- Understand and use a widening range of geographical terms to describe processes (river processes, tectonic plate, crust, epicentre, intensity, liquefaction, magnitude, Richter Scale)
- Use fieldwork instruments e.g. camera, rain gauge
- Geographical fieldwork / vocabulary
- Raging Waters (River Cole / Thames)
- Use 8 point of the compass, 4/6 figure grid reference, symbols and keys, ordnance survey maps / aerial maps.
- Trip to the River Cole / Thames
 - Changing in an environment overtime, river erosion
 - Look at the journey of how the River Cole leads to the River Thames.
 - Why are otters returning to the Thames? Will they return to the River Cole? Impact on river environment.
 - Look at how the land use has changed from the River Cole to the Thames - use aerial maps.

End points

Mexico - The Maya - script for a TV programme

- Dilemmas facing present Mayans living in the area
- Consider human and physical features and processes e.g. climate, environment, resources
- Biographical information about who they are etc
- Suggestions about how dilemmas can be overcome and resolved
- Include at least maps showing different information
- Children select appropriate images to illustrate understanding

Changing Planet - Double page spread identifying and explaining physical and human features, including varied map work and impact/change

Raging Rivers - presentation

- Using annotated ordnance survey maps and evidence from fieldwork to describe and explain changes over time to the River Cole
- Produce a blog page to capture and explain data from fieldwork
- Use images and explanations to support