



Windy Nook Primary School

Key Learning in Geography: Years 3 and 4

Locational knowledge		Place knowledge		Human and Physical Geography	
Locate the world's countries, using maps to focus on Europe. Name and locate counties and cities of the United Kingdom.		A region of the United Kingdom e.g. coastal regions		Describe and understand key aspects of: - physical river and the water cycle. - human geography, including: types of settlement and land use, economic activity including trade links e.g. impact of flooding on settlements, village vs town etc.	
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<p>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</p> <p>Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</p> <p>Use maps at more than one scale.</p> <p>Recognise that larger scale maps cover less area.</p> <p>Make and use simple route maps.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Use the index and contents page of atlases.</p> <p>Label maps with titles to show their purpose</p> <p>Recognise that contours show height and slope.</p> <p>Use 4 figure coordinates to locate features on maps.</p> <p>Create maps of small areas with features in the correct place.</p> <p>Use plan views.</p> <p>Recognise some standard OS symbols.</p> <p>Link features on maps to photos and aerial views.</p> <p>Make a simple scaled drawing e.g. of the classroom.</p>	<p>Use the eight points of a compass.</p> <p>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</p> <p>Make links between features observed in the environment to those on maps and aerial photos.</p>	<p>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</p> <p>Make comparisons with their own lives and their own situation.</p> <p>Show increasing empathy and describe similarities as well as differences.</p>	<p>Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</p>	<p>Use the zoom facility on digital maps to locate places at different scales.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View a range of satellite images</p> <p>Add photos to digital maps.</p> <p>Draw and follow routes on digital maps.</p> <p>Use presentation/multimedia software to record and explain geographical features and processes.</p> <p>Use spreadsheets, tables and charts to collect and display geographical data.</p> <p>Make use of geography in the news - online reports & websites.</p>	

Use a scale bar to calculate some distances
Relate measurement on large scale maps to measurements outside

RRSA Article Links

During this key learning the following articles will be addressed:

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people