



Geography Overview – Year 4

Cathcart Street Primary School 2025-2026

	Autumn	Spring	Summer
G e o g r a p h y – Y e a r 4	Year 4: NC Objectives	Year 4: NC Objectives	Year 4: NC Objectives
	<p><u>Arctic Circles</u></p> <ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of different regions (Birkenhead, Tromso (Norway), South Pole) To identify land-use patterns in the United Kingdom and Tromso. 	<p><u>Migration</u></p> <ul style="list-style-type: none"> To locate the world's countries using maps to focus on Europe. To understand the distribution of natural resources including energy, food, minerals and water. To identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) 	<p><u>Rivers</u></p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including: rivers and the water cycle. To use fieldwork to observe, measure, record and present physical features (e.g. river speed) in the local area.
	● Year 4 Key Learning	● Year 4 Key Learning	● Year 4 Key Learning
	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> To know what the term land use means. To be able to identify land use patterns in built up and non-built up places. <p>Field Work</p> <ul style="list-style-type: none"> To be able to identify human features in the local area. To know the land use of the local area. To 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) <p>Place Knowledge & Human and Physical Geography</p>	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> To know how land use has changed within a particular place over time (e.g. war, climate change, drought) To identify the climates of countries where mass migration takes place. To explore the distribution of natural resources including energy, food, minerals and water, in countries where mass migration takes place <p>Locational and Place Knowledge</p> <ul style="list-style-type: none"> To identify countries where the largest amounts of migration come from and go to. To identify the main causes of migration. 	<p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> To know names of and locate a number of rivers in the UK. To know and label main features of a river. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> To be able to explain the features of a river. <p>Fieldwork</p> <ul style="list-style-type: none"> To investigate the features of a river e.g. speed of current, depth, length, wildlife.

	<ul style="list-style-type: none"> To know at least 5 differences between living in the UK and Tromso. 	<ul style="list-style-type: none"> To use maps and atlases to plot courses from countries of mass migration to the UK. 	
V o c a b u l a r y	<ul style="list-style-type: none"> Agricultural, recreational, industrial, residential, land use, pattern, human feature, local area, Arctic, Antarctic, Tromso, Norway, 	<ul style="list-style-type: none"> Immigration, immigrant, migration, refugee, asylum seeker, emigrant, citizenship, humanitarian, natural disaster, displaced, flee, visa, residence, war, climate migration. 	<ul style="list-style-type: none"> River Thames, Severn, Mersey, Dee, Dibbin, source, meander, stream, mouth, estuary, evaporation, condensation, transportation, precipitation, surface flow, rain gauge.
E n r i c h m e n t	<ul style="list-style-type: none"> Home Project - Create a fact file/guide to Antarctica 	<ul style="list-style-type: none"> Make link with local refugee charity and do some fundraising. Home Project - Create a welcome letter/leaflet for a refugee 	<ul style="list-style-type: none"> Year 4 Trip - Visit to River Dibbin - Dibbinsdale Nature Reserve.