INSPIRE NURTURE BELIEVE ACHIEVE

*Working **together** to be the **best** that we can be.*

Knowledge Milestones: Geography – Y4

Year 4 – Key Milestones

Topics Cycle A	Autumn 2 Lake District (Weather/ Tourism) - UK	Spring 2 Volcanoes and Earthquakes	Summer 2 Local Geography -Leeds/Yorkshire
Topics Cycle B	Autumn 2 South America	Spring 2 France – Region of Europe	Summer 2 Great Britain

Cycle A

Autumn 2 Lake District (Weather/Tourism) - UK

Knowledge specific milestones

Emerging:

- I can locate the UK on a world map.
- I can names the 4 countries of the UK and label them on a map.
- I can locate North Yorkshire and Cumbria on a map.
- I can explain why Cumbria is also called the Lake District.
- I can describe what a lake and a mountain are, using geographical vocabulary.
- I can name one lake and one mountain in the Lake District.
- I can match features from aerial photographs to maps, working as part of a group with support.
- I can compare temperatures in the Lake District at different times of the year.
- I can say how the Lake District has changed in recent years (e.g. Pooley Bridge washed away in flooding)
- I can describe the landscape of the Lake District in an information leaflet.

Expected (meets all Emerging milestones plus):

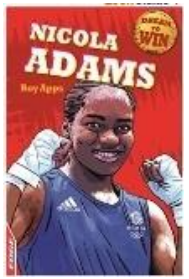
- I can locate the place where I live and describe where it is in the UK using North, South, East and West.
- I can locate the Lakeland Fells on a map.
- I can match features from aerial photographs to maps.
- I can compare and comment on changes in temperature and rainfall in the Lake District at different times of the year.
- I can explain what tourism is.
- I can answer the question - What is the landscape of the Lake District like?
- I can explain how the landscape of the Lake District has changed and suggest why.
- I can create a persuasive leaflet to encourage people to visit the Lake District.

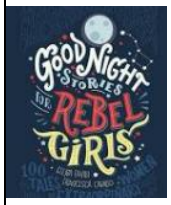
Exceeding (meets all previous milestones plus):

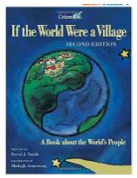
- I can give a detailed explanation of what a lake and a mountain are.
- I can explain the difference between a mountain and a fell.
- I can name at least 2 lakes, a mountain and a fell in the Lake District.
- I can use a number of aerial photographs and maps to locate features of the Lake District.
- I can explain changes in the weather in the Lake District and illustrate my understanding using charts or graphs.
- I can choose my own resources to help me to answer the question – What is the landscape of the Lake District like?
- I can explain the impact which tourism has on the Lake District.
- I can suggest how the landscape of the Lake District may change in future.
- I can produce a persuasive leaflet to encourage people who visit the Lake District to be careful tourists.

Cultural diversity/gender equality		**Beatrix Potter -** responsible for lots of tourism in Lakes, different because she was the first female published under own name and famous in own lifetime. She was actually a well-educated and keen natural scientist and carried out research into reproduction of type of mushroom. She was not allowed to present her research herself because she was a woman! Posthumous apology issued.
Cycle A	**Spring2: Volcanoes and Earthquakes**	
Knowledge specific milestones	**Emerging:** • I can name the continent and I know that I live in Europe. • I can describe where the UK is located in Europe using North, South, East and West. • I can relate the continent, country, county and town where I live. • I can use a globe and map to show the position of the poles, the equator and the Northern and Southern Hemisphere, the tropics of Cancer and Capricorn. • I can locate the UK, Italy, Russia and 2 other countries on a map of Europe. • I can describe the significant features of a volcano and how they change, in writing and diagrams. • I can explain what happens when a volcano erupts. • I know that Mount Vesuvius was the volcano which destroyed Pompeii. • I can explain what happens during an earthquake. • I can suggest how places may be changed by a volcanic eruption using Pompeii as an example. **Expected (meets all Emerging milestones plus):** • I can name a number of countries in Europe and their capital cities and locate them in an atlas. • I can describe the location of European countries in relation to each other using North, South, East and West. • I can recognise lines of latitude and longitude on a globe and suggest their purpose. • I can explain what the 'ring of fire' is and make links to volcanoes and earthquakes. • I can name 3 volcanoes from around the world. • I can, explain the features of an area associated with earthquakes. • I can describe several physical features of volcanoes and describe how they change using writing and diagrams. • I can use appropriate geographical vocabulary to explain what causes an earthquake. • I can suggest how a place may be changed by a volcanic eruption or an earthquake. **Exceeding (meets all previous milestones plus):** • I can name a number of countries in Europe, their key natural features and locate them in an atlas and on a globe. • I can describe the location of European countries in relation to each other using an 8 point compass. • I can explain the significance of latitude and longitude including the Prime /Greenwich Meridian. • I can name countries in the 'ring of fire' and name places which have experienced volcanic eruptions and earthquakes. • I can write an explanation about a volcanic eruption or an earthquake using appropriate geographical vocabulary.	

Cultural diversity/gender equality	Impact of earthquakes/natural disasters on poorer communities? Haiti vs Christchurch (NZ) https://www.bbc.co.uk/bitesize/guides/zw7s4j6/revision/3 (adult level info) Red Cross	
Cycle A	**Summer 2 Local Geography – Leeds/Yorkshire**	
Knowledge specific milestones	**Emerging:** • I can names the 4 countries of the UK and label them and their capital cities on a map. • I can locate the counties of Cumbria, North Yorkshire and West Yorkshire on a map. • I can locate where I live in the UK using North, South, East and West to describe its position. • I can locate major urban areas of the UK on a map, including Leeds. • I can name the rivers that flow through Leeds and my closest town (Aire/.Wharfe/Nidd) • I can sort physical and human geographical features as part of a group. • I can use digital images and aerial photographs and fieldwork to help me to identify land use. • I can explain how land is used in our village using language such as settlement, trade links and agriculture. • I can explain how land is used in Leeds using language such as settlement, trade links and agriculture. • I can produce a sketch map of our village including a key. • I can use 4 figure grid references to locate features of our village and Leeds, with support. • I can discuss similarities and differences between a village and a city. • I can say how Leeds has changed since the 1800s from historical maps. • I can use large scale maps outside in our village and give directions up to 4 compass points as part of a group. **Expected (meets all Emerging milestones plus):** • I can name and locate a number of UK cities on a map. • I can identify landmarks as physical or human features of the UK. • I can compare physical and human features of our villages and Leeds. • I can use fieldwork to investigate the different types of houses in part of our village compared to Leeds. • I can use 4 figure grid references to locate features of our village and Leeds. • I can suggest reasons for similarities and differences between our village and Leeds. • I can recognise that physical features of Leeds remain unchanged since the 1800s and can comment on how human features have changed, suggesting why. • I can use large scale maps outside in our village and give directions up to 8 compass points as a group. • I can recognise patterns on maps and suggest what they mean. **Exceeding (meets all previous milestones plus):** • I can give examples of physical and human features associated with major urban areas of the UK. • I can use 6 figure grid references to help me to locate places more accurately on a map. • I can use the scale bar or 1km grid to estimate distances on a map. • I can suggest why the physical and human features of our village and Leeds are so different.	

	• I can plan a fieldwork investigation to compare land use within our village and an area of Leeds. • I can explain why Leeds has changed since the 1800s and suggest how it will change in future. • I can use large scale maps outside in our village and give directions up to 8 compass points to a partner. • I can recognise patterns on maps and explain what they show.	
Cultural diversity/gender equality	Nicola Adams - https://www.amazon.co.uk/dp/B00OKJWX1Q/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1 Olympic Boxer from Leeds, LGBTQ advocate	
Cycle B	**Autumn 2 South America**	
Knowledge specific milestones	**Emerging:** • I can name the continents and I know that I live in Europe. • I can use a globe and map to show the position of the poles, the equator and the Northern and Southern Hemisphere and the tropics of Capricorn and Cancer. • I can label diagrams of the natural features mentioned using simple geographical vocabulary. • I can write descriptively about the rainforests of South America. • I can explain the meaning of Fairtrade and why it is important. • I can identify Fairtrade products • I can talk about Rio de Janeiro and compare the human features, with support. • I can describe where South America is in relation to the other continents using North, South, East and West. • I can name a number of countries in South America and locate them on a map. • I can describe different natural features which may be found in South America (mountain, river, rainforest, desert) using writing and diagrams. • I can locate these features on maps and aerial photographs and use zooming technology. • I can describe in detail the rainforests of South America. • I can suggest the impact which Fairtrade products can have on small communities. • I can describe the human features of Rio de Janeiro, including life in the Favelas. **Expected (meets all Emerging milestones plus):** • I can name a number of countries in South America and their capital cities and locate them in an atlas. • I can describe the location of South American countries in relation to each other using North, South, East and West. • I can recognise lines of latitude and longitude on a globe and suggest their purpose. • I can use geographical vocabulary to explain the features of the natural landscapes in South America with writing and diagrams. • I can locate these features on maps and aerial photographs, identifying patterns and suggesting their meaning. • I can write about the changes which have taken place in the rainforests of South America. • I can explain why Fairtrade is so important for developing countries. • I can investigate the human features of Rio de Janeiro, including life in the Favelas.	

	Exceeding (meets all previous milestones plus): • I can name a number of countries in South America, their key natural features and locate them in an atlas and on a globe. • I can describe the location of South American countries in relation to each other using an 8 point compass. • I can explain the significance of latitude and longitude including the Prime /Greenwich Meridian. • I can explain what some of the natural landscapes of South America are, and how they are changing using writing and diagrams. • I can write about how the Rainforests may change in the future. • I can write persuasively about the importance of Fairtrade to developing nations and explore the idea of global citizenship and social responsibility. • I can investigate the human features of Rio de Janeiro, including life in the Favelas, and explain how these have changed over time and may change in future.	
Cultural diversity/gender equality	Favelas – tourism vs real life in Rio 	Eva Peron Rebel girls https://www.youtube.com/watch?v=FXYIwvzZVII 

Cycle B	Spring 2: France	
Knowledge specific milestones	**Emerging:** • I can describe where the UK is located in Europe using North, South, East and West. • I can name a number of countries in Europe including Russia and locate them on a map • I can use a globe and map to show the position of the poles, the equator and the Northern and Southern Hemisphere, and the tropics of Cancer and Capricorn • I can ask geographical questions about a region of France. • I can sort physical and human geographical features of a region of France. • I can use I can use a map, digital images and aerial photographs to locate an area and describe it simply. • I can compare a range of maps including digital maps to identify familiar places. **Expected (meets all Emerging milestones plus):** • I can name a number of countries in Europe and their capital cities and locate them in an atlas. • I can describe the location of European countries in relation to each other using North, South, East and West. • I can recognise lines of latitude and longitude on a globe and suggest their purpose. • I can ask geographical questions about a region of France. • I can identify landmarks as physical or human features of a region of France. • I can recognise patterns on maps and suggest what they mean. • I can use and compare maps of different scales, including zooming functionality on digital maps to allow me to look more closely. • I can make a detailed map of a short route with features in the correct order and in the correct places using 4 figure grid references, 4 compass points, symbols and a key. **Exceeding (meets all previous milestones plus):** • I can name a number of countries in Europe, their key natural features and locate them in an atlas and on a globe. • I can describe the location of European countries in relation to each other using an 8 point compass. • I can explain the significance of latitude and longitude including the Prime /Greenwich Meridian. • I can suggest physical and human features of a region of France from studying maps, digital images and aerial photographs. • I can add annotations when using digital maps. • I can recognise patterns on maps and explain what they show. • I can make detailed sketch maps of 2 regions of France, in the correct places using 4 figure grid references, 4 compass points, symbols and a key. • I can use, present and compare information gathered **in fieldwork** using a range of maps about 2 regions in France.	
Cultural diversity/gender equality	**Refugee Camps in Calais** The Journey by Francesca Sanna The day the war came by Emily Davies https://care4calais.org/the-refugee-crisis/ Adult level knowledge	

Cycle A	Summer 2: Great Britain	
Knowledge specific milestones	**Emerging:** • I can describe where the UK is located, and name and locate its 4 countries and some counties. • I can locate major urban areas of the UK on a map and can name at least 5 different cities (not capitals). • I can locate where I live in the UK using North, South, East and West to describe its position in relation to nearby counties. • I can name the river which flows through London and the one which flows through my closest town. • I can use maps, digital images, aerial photographs and fieldwork to help me to identify human and physical features of the UK. • I can compare regions and discuss similarities and differences. • I can define - trade links, industry, tourism and agriculture. • I can use charts to present data about the UK (river length, mountain height, populations etc) • I can make a simple scale plan of a room. • I can make a map of a short route with features in the correct order and in the correct places. **Expected (meets all Emerging milestones plus):** • I can name and locate a range of cities and most counties using an atlas. • I can identify landmarks as physical or human features of the UK. • I can compare regions of the UK and their associated physical and human features. • I can use 4 figure grid references to locate features of the UK, I can give directions between these features using 4 compass points. • I can locate areas of the UK which are known for - trade links, industry, tourism and agriculture and suggest why. • I can use charts to present data about the climate of the UK in different areas (comparing rainfall, temperature etc) • I can make a detailed map of a short route with features in the correct order and in the correct places using 4 figure grid references, 4 compass points, symbols and a key. **Exceeding (meets all previous milestones plus):** • I can give examples of physical and human features associated with major urban areas of the UK. • I can use 6 figure grid references to help me to locate places more accurately on a map. • I can use the scale bar or 1km grid to estimate distances on a map. • I can give directions up to 8 compass points between these features, to a partner. • I can recognise patterns on maps and explain what they show. • I can suggest why the physical and human features of different regions are so different. • I can locate areas of the UK which are known for their trade links, industry, tourism and agriculture and explain how they have changed. • I can use maths skills to compare statistics about different areas of the UK e.g. population of Snowdonia vs population of Cardiff and suggest reasons for the differences. • I can make detailed sketch maps of 2 regions within my country of study, with features in the correct order and in the correct places using 4 figure grid references, 4 compass points, symbols and a key.	
Cultural diversity/gender equality	**If the world were a village** – what do we know about these cultures/languages that are so much more prevalent than ours? Why do we expect others to learn our language? Are we open enough to following their cultures?